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ABSTRACT

This report focuses on how selective, unzoned public high school programs in New York City choose among their applicants and how students from low income, predominantly minority school districts are adversely affected in the process. The following findings are reported: (1) There are no consistent citywide criteria for determining which selection model (screened, unscreened, or educational option) is appropriate for a given program, and, once a model is determined, programs can generally set their own admissions criteria. (2) On the whole, schools do not publicize their selection criteria. (3) In general, schools seek to accept the students with the best grades, scores, and attendance records. (4) Students in predominantly minority areas are accepted at lower rates than the city average and dramatically lower rates than in districts with significant white populations. (5) Demand far outweighs supply in admissions to these selective schools, with only a 22.29% average acceptance rate. (6) School officials are often pressured to give seats to particular individual students, and there is no appeals process for disappointed students to obtain an application review. (7) Schools with white majorities are required to admit an entering class that is more than 50% white, although the applicant pool is only about 24% white. (8) The application process requires the involvement of four different agencies and is thus confusing. (9) Selective programs do not take a fair share of limited English proficient and special education students, thus burdening zoned high schools in impoverished minority neighborhoods. The report offers recommendations addressing each of the above problems. It concludes with an extensive appendix consisting of a survey of admissions criteria in 50 selective high school programs. (CG)

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PUBLIC HIGH SCHOOLS: PRIVATE ADMISSIONS

A report on New York City Practices

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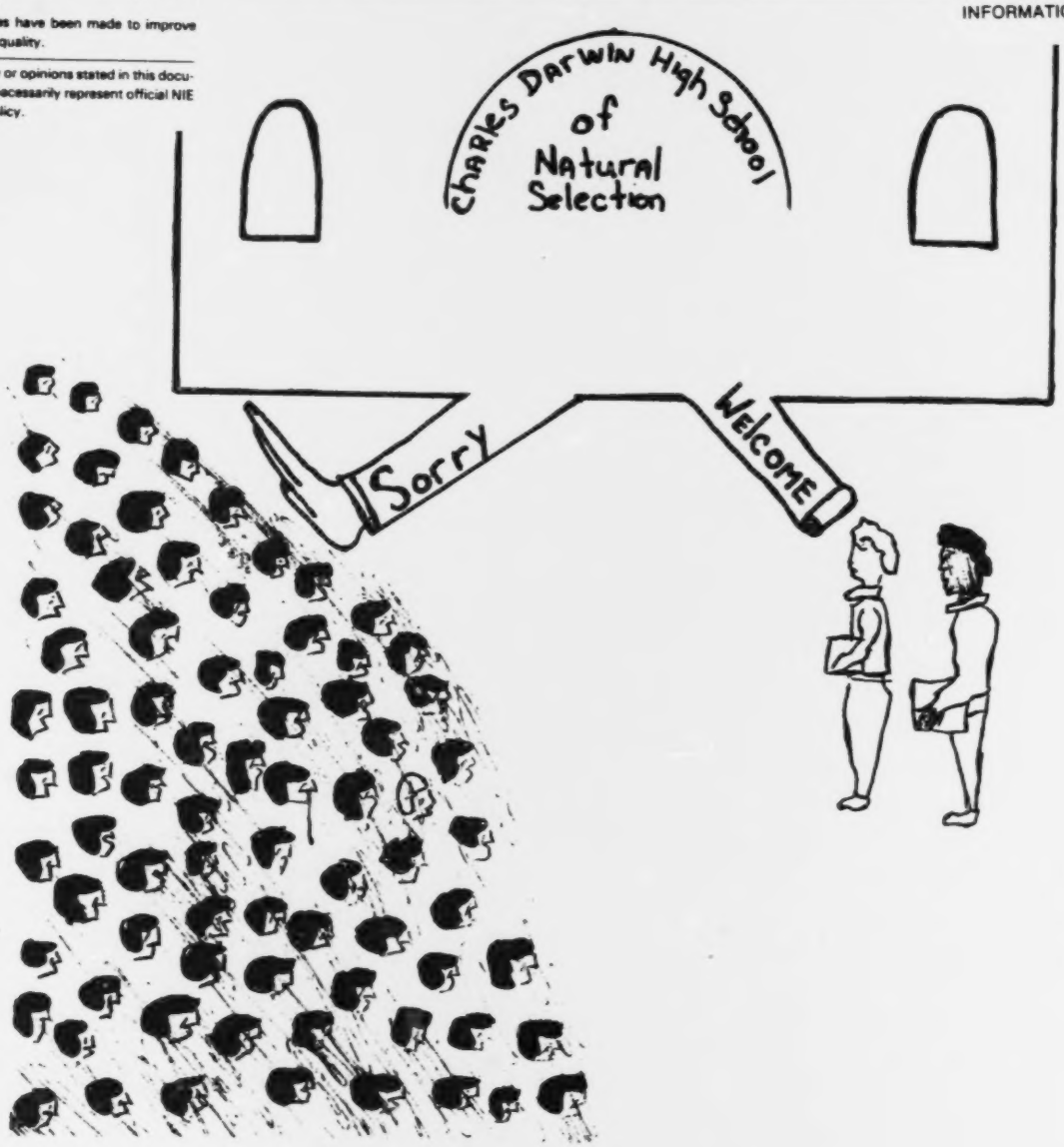

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PUBLIC HIGH SCHOOLS: PRIVATE ADMISSIONS

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INTRODUCTION

This report focuses on how selective unzoned public high school programs pick and choose among applicants and how students from low income, predominantly minority school districts are adversely affected in the process.

We conclude that the Central Board has abdicated key aspects of high school admissions to the individual schools. The result is a Tower of Babel where similar programs have dissimilar admission criteria and students from some districts are favored over others. Central Board policies designed to promote integration have the result of giving preference to white students. We, therefore, urge the Chancellor to spearhead an overhaul of admissions policies and procedures.

The AFC report continues the analysis begun by the Educational Priorities Panel, to which AFC belongs, in its report Lost in the Labyrinth issued last spring. The first report described the complexities of the high school admissions system, the dramatic increase in unzoned selective high school programs, and the inadequacy of information and counseling available to student applicants.

AFC finds that students from impoverished, segregated minority neighborhoods have a much poorer chance of obtaining acceptance to a selective school than those in more affluent integrated or predominantly white neighborhoods. Minority students' odds are particularly bad at schools that are seeking to maintain a white majority pursuant to the policies of the Office of Zoning and Integration. Such schools have no choice but to give preference to white students if they are to select a white majority class from an application pool that is predominantly black and Hispanic.

AFC also finds that the Central Board exercises little control over admission criteria. Consequently, admissions standards for unzoned selective schools are vague, ambiguous and unpublicized. To the extent that criteria can be fathomed, they seem to be based as much on the relative demand for seats as on the qualifications a student needs to succeed. Moreover, virtually all of the selective schools and programs that were polled excluded students with poor attendance records, putting a disproportionate burden on zoned high schools and unscreened programs to meet the needs of students at risk of truancy and shutting those students out of career programs that might motivate them to stay in school.

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The combination of unarticulated, vague standards that appear to go beyond prerequisites for successful participation in a program and the underrepresentation of students from impoverished, all-minority districts in many programs, creates the suspicion of racially discriminatory admissions practices. The computerization of admissions procedures offers the potential for eliminating any possibility of racial or other discrimination or the manipulation of the system by parents with political clout. However, that potential remains largely untapped as long as each school sets its own standards and reviews individual students' applications.

AFC concludes that these defects in high school admissions are symptoms of a larger problem -- the inability of the school system to offer every student a seat in an effective high school. Making the present system fairer will not directly solve this larger problem. However, if the selective, unzoned schools took an equitable number of economically deprived students, LEP and special education students, low achieving students and students with poor attendance patterns, the zoned schools would be freed up to serve a more manageable number of at-risk students more effectively. More at-risk students would be motivated to stay in school if they had access to enticing unzoned career and vocational programs. Making admissions more equitable will require selective schools to apply the creativity and professionalism that has marked the development of programs for high achieving students to the task of extending programs for at-risk students. It may also require rethinking the time and place in which vocational and career programs are offered. If, for example, students began high school at their neighborhood school, took their academics there and later went to conveniently located centers either part-time or full-time for special vocational and career instruction, the zoned schools would be strengthened without reducing opportunities for specialized instruction. Students would no longer be forced to make choices about vocational/career areas at the premature age of thirteen or fourteen. And, if more of the students presently favored by the admissions system attended school in their neighborhood, their families would exert the additional pressure on the system to improve the zoned schools. More achieving students in the zoned high schools would provide the "critical mass" necessary to have an effective school.

The Chancellor has made a first step in reforming the high school admissions system by forming a committee of Central Board personnel, field staff, and outside advocates to review not only the mechanics of articulating students from middle school to high school but also access issues such as admissions criteria and representation of students with special needs in selective programs. The committee will make recommendations to the Chancellor culminating in a decision on steps for further action due in early 1986. AFC offers this report to the Chancellor and to the larger community of those concerned about equitable access to effective schools as a blue print for change.

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SUMMARY OF FINDINGS

* There are no consistent, clearly articulated citywide criteria for determining which of the three basic selection models (screened, unscreened or educational option) is appropriate for a given high school program.

* Once the basic selection model is determined, school programs have free rein to set their own admissions criteria for everything other than unscreened programs.

* With rare exceptions schools do not make any effort to publicize their specific selection criteria and do not make them available in writing.

* With few exceptions, schools seek to accept the students with the best grades, scores, and attendance records among those who apply. If their selection model requires that they accept students from several categories (i.e. 25% reading above grade level, 50% reading at grade level and 25% reading below grade level) they frequently select the top scoring students within each category.

* There are significant differences in the acceptance rates of different groups of applicants to highly popular selective high schools. The pattern is that students in predominantly minority areas are accepted at lower rates than the city average and dramatically lower rates than districts with significant white populations.

* Demand for seats in nonzoned schools and programs far outweighs supply. The citywide average for these programs is a 22.29% acceptance rate. At one popular educational option school only 5% of all applicants are offered seats. Only 33,000 of the 90,000 students who filed applications for the 1985-86 school year were accepted at any of their choices.

* School system officials are under pressure to circumvent the usual admissions procedures and give seats to individual students at the behest of politicians, church leaders, Board members, community school district personnel, etc.

* Conversely, there is no official appeal route for a disappointed student or parent to obtain review of a rejection. Nor is there a clearly articulated process for assisting students who do not receive an opportunity to be considered at the schools of their choice because of human or computer error.

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* Central Board policy requires schools with white majorities to admit an entering class that is more than 50% white into their unzoned, selective programs, even though the pool of applicants is only approximately 24% white, citywide. This has the effect of worsening the odds of minority students simply by virtue of their race or ethnicity.

* Applying to high school involves several different jurisdictions--high school admissions, special education, bilingual education, and the Office of Zoning and Integration. Imperfect coordination of these four systems creates confusion and adversely affects students.

* Selective programs are not taking their fair share of limited English proficient and special education students creating a burden on zoned high schools in impoverished minority neighborhoods and depriving such students of equitable access. More progress appears to have been made for special education than for limited English-proficient students, to date.

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SUMMARY OF RECOMMENDATIONS

* The Chancellor should review current admissions criteria and issue a regulation specifying permissible criteria limited to the skills necessary for successful participation in a particular subject area.

* The High School Division should make sure each school's admissions criteria comply with the Chancellor's regulation and publish the qualifications for admission for each school and program in the High School Directory.

* The admissions system should be blind. Student applications should be screened centrally, using the high school admissions computer system to apply the published admissions criteria to select a list of qualified applicants. High schools should not review thousands of individual applications, as is the present practice.

* The computer should be used to select an entering class from among the qualified applicants that reflects a fair distribution of seats among feeder schools and districts, a fair representation of special education and limited English proficient students and a fair division between the sexes. The Chancellor must be the ultimate arbitor of what constitutes a fair allocation of seats at a given school.

* The policy of requiring certain unzoned selective schools and programs to fill 50% of their seats with white students should be abandoned. To the extent that racial quotas are imposed they should be closer to the actual racial composition of the applicant pool.

* The admissions process run by the High School Division and the Optional Assignment/Choice of Admissions process run by the Office of Zoning and Integration should be coordinated so that the selective programs filled by the first process do not take seats away from the randomly filled programs run by the first process do not take seats away from the randomly filled programs run by the second process, and so that special education and limited English proficient students are not shut out of appropriate vocational/career opportunities because of racial quotas.

* The High School Division should collect racial/ethnic data on the high school application form so that the Board can monitor the relationship between the racial composition of students offered seats at selective schools and that of the applicant population. (The Board already collects racial

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information on individual students when they fill out an optional assignment application.) The racial/ethnic data, however, should not be included in any information about the student given to the school considering his/her application. (Schools are only given a portion of the information collected on the high school application form.)

* The High School Division should also generate a breakdown of feeder school representation and racial/ethnic representation within each program at a given school and within each test score category for educational option schools and programs.

* The Chancellor's regulation and the manual on high school admissions prepared for feeder school personnel should specify a procedure for redressing individual students' admissions problems. The first round letter advising students and parents of acceptances, rejections and wait listings should indicate that procedure.

* The most popular programs - e.g. health careers, business, computers - should be replicated so that they are offered at accessible locations in every borough and so that there are enough seats to meet demand.

* The Board should experiment with new models, such as the upstate BOCES (Bureau of Cooperative Education Services) providing more opportunities for specialized career and vocational training for students who gain new interests or maturity after entering high school. Centers that offer vocational sequences to students taking their academic courses at their neighborhood high school have the potential to meet the large demand for specialized instruction without stripping the zoned schools of their motivated students.

* Top priority should be given to improving articulation of special education, limited English proficient and low achieving students. This includes enhancing high school programs to meet their needs, improving the quality and quantity of information and counseling available to them and their parents before they apply, and increasing the seats available to them in unzoned programs.

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CHAPTER ONE

The Three Admissions Models for Non-Zoned Schools

The high school application offers a vast array of unzoned career and vocational programs -- 261 choices on the applications that the fall 1985 entering class completed. But every program falls into one of three categories for admissions purposes. The least selective are unscreened programs in which applicants compete through random selection for seats. The most selective are screened programs which set any standards they wish and typically use tests, interviews or auditions to further weed out applicants. In between these two extremes are the educational option programs which must wind up with a entering class that is 25% below grade level on standardized reading test, 50% at grade level and 25% above grade level. Within these categories educational option programs may pick and choose among applicants. A given school may have programs in more than one category. For instance, A. Philip Randolph has a randomly-selected academic comprehensive program, an educational option program in academic professions and a screened program in medical professions.

There are no written guidelines to regulate which of the three models is appropriate for a new program. Past decisions appear to have been made on an ad hoc basis, depending on the circumstances under which a program was founded.

The three models discussed below must be distinguished from the "specialized" high schools -- Bronx Science, Stuyvesant, Brooklyn Tech and LaGuardia High School of Music and Art. These are long established schools that are the subject of state legislation (New York State Education Law, Section 2590-g (12)). The first three, in particular, are different from "screened" programs in that students are admitted on the sole basis of a test score. These specialized schools do not have an opportunity to select or reject students based on grades, attendance, school, address, or any other information available to screened and educational option programs through the high school admissions application. (LaGuardia chooses its student body primarily through audition or portfolio review, a necessarily more subjective process. An analysis of admissions results at LaGuardia for sample community school districts can be found in Chapter Four.) The validity of the selection process for the specialized schools is beyond the purview of this report.

Screened Programs

These schools have the most freedom to set their own admission criteria. In addition to reviewing the students' applications for whatever the school has decided is important,

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they usually administer some sort of test, interview, audition or portfolio review. They may have some goals or guidelines in terms of geographic or racial distribution but otherwise they are generally looking for the best students they can attract.

It is noteworthy that three schools with highly selective screened programs are "campus" schools of colleges within the City University system. (Midwood High School is connected with Brooklyn College, Townsend Harris High School with Queens College and A. Philip Randolph High School with City College.) Their relationship with colleges may be one factor in their relative selectivity but these schools illustrate how a number of factors can influence a school's admissions criteria. Midwood, for instance, was a zoned academic-comprehensive high school with a declining percentage of whites in attendance. Whites constituted 41% of the school population in 1974. The highly selective programs now offered by Midwood serve to attract white students to the school from out of zone. The school is now over 50% white. (See Chapter Three for a discussion of the process by which this demographic shift is accomplished.)

In the case of Townsend Harris, newly opened in 1984, alumni of the first Townsend Harris, a selective public high school which prepared gifted young men for City College until 1942, were influential in reopening the school with highly selective admissions criteria, over the objections of Queens parents and high school principals who feared a "brain drain" from the highly-regarded zoned high schools in Queens.

The third campus school, A. Philip Randolph, is housed in the former uptown site of Music and Art. According to a Board official involved in the early planning of the school, it was originally intended to be a high school for Harlem youth along the lines of Middle College High School, a well-regarded alternative high school in Queens that serves youngsters from Community School Districts 24 and 30 and is affiliated with LaGuardia Community College. Over time, the design radically changed. The school now houses three different categories of programs including a highly selective screened program in medical science that receives $300,000 per year from the Macy Foundation which plays a role in shaping the school -- and influences its admissions criteria. Its mission is frequently described as fulfilling the potential of gifted minority youth.

The vast majority of screened programs are found in vocational-technical high schools. Many still think of such schools as a lower track for students bound for trades instead of college but that is, by and large, no longer the case. Virtually all vocational school now have screened programs. In fact, many have no unscreened programs. Overall, the majority of seats

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available at vocational-technical high schools are screened. Many screened programs at vocational-technical schools require a written test. But the test is generally not the sole admissions criterion. Programs that lead to state licensing tests, e.g. in cosmetology or aviation, are typically screened. The rationale is that a certain percentage of students in the program must be able to pass the tests at the end of their high school careers for the school to be permitted by the state to continue to offer the program.

Screened programs are also found at schools that are otherwise regular zoned academic-comprehensive high schools. Usually the programs are opened to out-of-zone students from one borough but some are citywide. Performing arts programs requiring auditions are the most common. The pre-medical program at Hillcrest High School in Queens and the agricultural careers program at John Bowne, also in Queens are other examples. Not all of these programs require top academic grades. The John Bowne program for instance, administers an interest inventory rather than a test and claims to take students at various levels of achievement. But all screened programs make up their own rules with fewer limitations than educational option programs.

Educational Option Programs

A school or program which falls into the educational option category must accept 25% of its student body from among applicants testing more than six months below grade level on a standardized reading test, 50% from applicants scoring between six months below grade level and six months above grade level and 25% from applicants scoring more than six months above grade level. The test used is the California Achievement Test administered the previous spring. The computerized applications come to the high schools pre-sorted into the three piles. Within the three categories, the schools may set whatever criteria they wish to pick and choose among individual applicants.

The "granddaddies" of this model are the six original educational option schools. They were founded to promote integration through unzoned magnet schools. The 25-50-25 formula was intended to insure a proportionate representation of students of different achievement levels. The two educational option schools open only to Brooklyn residents - John Dewey and Edward R. Murrow - have populations that are about half white and half minority. The other four schools open to residents citywide - August Martin, Clara Barton, Norman Thomas, and Murray Bergtraum - are largely black, Hispanic and Asian in their student population. All six schools receive many more applicants than they have seats.

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In recent years zoned academic-comprehensive schools have been permitted to establish unzoned educational option programs to attract students from other schools within the same borough. The justification for these programs is that they offer beleaguered zoned high schools an opportunity to lure high achieving, motivated students away from the unzoned educational option, screened and specialized schools. Clearly, the zoned high schools need these students to increase their overall effectiveness and enhance reputation of the school. The main criticism of these programs is that they tend to result in the zoned high schools raiding each other of top students. The very schools that need to attract high achieving students the most are least able to compete.

As discussed in Chapter Three, these selective programs sometimes undermine the unscreened optional assignment of minority students to white majority schools. High School Memorandum No. 130 entitled "Development of Educational Option Programs" and dated June 26, 1984 states that its purpose is "to clarify procedures related to the development and implementation of educational option programs in academic/comprehensive high schools." In some respects, the memorandum confuses more than clarifies. For instance, it calls for an evaluation after the program is piloted with students living within the school zone for one year before the program may take on unzoned status. It does not indicate, however, who is responsible for evaluating the program. It also indicates, in regard to third year expansion of programs, that "a major criterion by which success will be evaluated will be the retention rate of the program as it effects all of the participants." The High School Division, however, does not maintain either dropout or transfer statistics for programs within a school so it is hard to imagine how this very sensible criterion is applied.

Another curious feature of this memorandum is that it encourages favoring parochial and private school applicants by limiting the number of public school students who may be accepted from out of zone, but not the number of parochial and private school students.

The memorandum indicates that "the student body [of the educational option program] should be representative of eligible feeder patterns." However, as discussed in more detail in Chapter Three, the population at many schools in Brooklyn, Queens and the Bronx is carefully controlled by the Office of Zoning and Integration to maintain a population that is more than 50% non-Hispanic white. This office expects white-majority schools to admit students into nonzoned programs in the same racial proportions as the general population of the school. In Brooklyn,

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for instance, the "eligible feeder population" borough-wide is only 21.7% non-Hispanic white. A white majority school such as Lafayette High School in Bensonhurst has educational option programs open to all Brooklyn students. Lafayette could not follow the language of High School Division memorandum without running afoul of the Office of Zoning and Integration policy. (This issue is discussed in detail in Chapter Three.)

The high school memorandum also indicates that borough-wide reading grades would be used as the basis for dividing students into the 25-50-25 categories. According to one Board official, the purpose of using borough-wide scores was to give a fair proportion of seats to students scoring below grade level. As noted in Lost in the Labyrinth, 43.6% of the city eighth graders scored below grade level in 1984. School system officials wanted to adjust the three categories to correspond as accurately as possible to the actual distribution of reading scores within the catchment area, which, for programs at zoned high schools, is almost always the borough.

The change was never implemented. A High School Division official explained that in some boroughs with high scoring school districts, an analysis of test score distribution showed that the change would hurt lower scoring students' chances for admission. In the Bronx, however, it appears that low- achieving students would have benefitted from the change. The median test score on the 1984 CAT was 7.31 (seventh grade, third month) for Bronx seventh graders and 8.51 for Bronx eighth graders. Eighth and ninth graders applying last fall were judged by their 1984 seventh and eighth grade CAT scores. Thus, half the applicant pool in the Bronx scored worse than 7.31 on the seventh grade test or 8.51 on the eighth grade test. But under the standards which were finally applied, only a quarter of educational option program seats in the Bronx were reserved for students scoring below 7.1 on the seventh grade test or 8.1 on the eighth grade test. This was clearly a disproportionately low number of seats.

High scoring students have a different problem. They apply in much larger numbers than below grade level applicants for the same number of seats, even though they constitute a smaller applicant pool. The principal at Edward R. Murrow, for instance, estimates that there are less than two applicants for every seat reserved for below grade level applicants but 28 to 30 for every above grade level seat. School system officials advance several explanations for this phenomenon -- guidance counselors spend more time advising the school's most promising students, parents of such students are more involved in the application process, and the students themselves are highly motivated and seek challenging programs. Their zoned high schools may not be able to offer them

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an appropriate level of instruction, if they don't have enough advanced students to form classes.

Unscreened Programs

Unscreened programs are typically found at vocational-technical schools -- carpentry and plumbing are the most common subjects. They are also found at schools with unzoned academic-comprehensive programs that generally accept students from a single borough.

In these programs, the school decides how many seats in each grade to allot to the program and the appropriate high school superintendent approves the number of declared seats. The high school admissions computer system then takes over selecting students randomly, beginning with students who ranked the program as their first choice. The High School Division programs certain biases into the computer, however. If applicants to an unscreened vocational-technical program are overwhelmingly of one sex, the computer is programmed to accept any student of the opposite sex who does apply. If the vocational-technical school is located in a largely Hispanic area, the computer is programmed to take a high percentage of the limited English proficient students who apply. In the case of academic-comprehensive programs the computer is sometimes programmed to accept a certain percentage of students from a given community school district or zone. District 2 students receive absolute priority at the High School of the Humanities, for instance.

Not surprisingly, the High School Division has had more success in meeting goals and commitments related to equity concerns in unscreened programs than in screened programs where the individual schools rather than the computer does the picking. The screened programs, however, are, generally speaking, more popular with students and more likely to prepare students for a specific job after graduation -- some even lead to licenses in a trade area. Inequitable access to screened programs is, therefore, a serious concern. Another problem is that a computer-programmed bias cannot make up for the fact that not enough limited English proficient students or students of the non-traditional sex apply for seats because of inadequate counseling and information. State Education Department findings on this issue are discussed in Chapter Four.

In sum, the decision on what admissions model a school will follow depends, in part, on the political and social purposes the program is intended--e.g. to promote integration, or to please a lobbying group. The subject matter of the program would appear, at least in some cases, to be a secondary consideration. For instance, the program at Aviation High School is screened, whereas the aviation programs at August Martin and Park West follow the educational option model. Clarification on the reasons for

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assigning a specific admissions model to a specific type of program would ve very useful. But of equal importance is clarification of what admissions criteria schools within the model are permitted to employ.

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CHAPTER TWO

Specific Admissions Criteria at Non-Zoned Schools

An admissions system cannot be considered equitable unless the criteria for admission are non-discriminatory and otherwise fair. Students cannot make informed choices on their high school applications unless they have some way of knowing whether they meet the admissions criteria of schools to which they are applying. Since there is virtually no information available to the public on the specific admissions criteria employed by selective public school programs, AFC staff undertook a school-by-school investigation of the basis programs use for accepting some applicants and rejecting others.

As discussed above, the model or models for admission to school programs (i.e. unscreened, educational option or screened) are determined in consultation with the High School Division. The High School Directory clearly states which model each program follows. Occasionally school personnel disagree with the directory's characterization. The directory indicates that Lehman's Academy for Computer Technology is an educational option program but an assistant principal at the school told an AFC staff member at the fall 1984 high school fair that the program only took students who were above grade level in reading and math. Lehman also conducted interviews which are not permitted for educational option programs under High School Memorandum 130. The 1984-85 high school directory did not indicate Bay Ridge High School of Telecommunication's admission model and one High School Division official told AFC that selection was not done on a 25-50-25 basis. But the school has written AFC indicating that it is, in fact, an educational option school (see Appendix).

Notwithstanding these discrepancies, the admissions model of a school is easily determined. However, each school with a screened or educational option program presently determines and applies its own admissions criteria within the limits of the model. The High School Division does not collect information for the public on what those criteria are. Therefore, the only way to determine how a school picks its students is to ask the school. AFC surveyed 50 schools. The summaries of our interviews with these schools are included in the appendix to this report along with an explanation of our methodology.

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Summary of Interview Findings

The interview results illustrate the types of criteria and practices currently employed by selective school programs. Taken as a whole, they reveal some troubling patterns and practices.

Factors which individual school personnel said they took into account include attendance, grades, course names, standardized test scores, student's ranking of school, results of tests given by school, performance at interviews or auditions, geographical and racial distribution. None of these are *per se* improper but, as described below, the lack of consistency in the admissions criteria of similar programs, and the lack of a clear connection between specific criteria and the skills needed to participate are of great concern.

Attendance

Good attendance is unquestionably the single most common admissions criterion. Of the 50 schools interviewed, 43 said that they considered absences and lateness in evaluating student applications. Seven schools either specifically said they gave little or no weight to attendance records, or did not cite attendance as a consideration.

Some schools cited 15 or 20 absences as the cut-off point beyond which an application would not be considered. Other spoke in terms of students with 40 or 80 or 100 days absent having a poorer chance. Many indicated that they take extenuating circumstances such as illness into account. Several school people noted, however, that the applications rarely give this information although a space for it exists.

One educational option school official justified considering attendance because it indicates a student's "maturity and responsibility." He noted that past attendance is a good indicator of whether the student is willing to travel long distances to get to his school every morning.

The head of admissions at another educational option school, however, said that the school did not take attendance into account because that "would close down access." The attendance official at Samuel Gompers, a vocational-technical high school that is often cited as a school that turned itself around, said that the school gave little weight to attendance. It is, thus, not necessary to weed out potential truants in order to be an effective school.

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A High School Division official defended the use of attendance as an admission criterion on the ground that students who regularly attend middle school should be rewarded. This is, of course, true, but since attendance is not the only admissions criterion and since popular schools only accept a small fraction of their applicants, not all students with good attendance records get into the schools of their choice under the present system. The present system does, however, guarantee that virtually all potential truants will be relegated to their zoned high school or to an unscreened program, burdening these schools with more than their share of attendance problems and denying such students a chance to participate in the career or vocational program that might best motivate them to come to school.

Grades and Types of Courses

The majority of schools interviewed said that students' grades were an admissions criterion. Some schools said they were looking at grades in specific subjects, e.g. mathematics for high school computer programs. Other schools said they were looking for a certain grade point average. Interestingly, several schools with multiple programs said that the programs with fewer applicants require lower grade point averages, suggesting that the popularity of the program may determine how stringent admissions criteria will be. One school noted that the combination of low grades with high test scores was disfavored. Several schools said they frowned on failing grades.

The campus schools and the computer programs are the most interested in the type of coursework students have taken. At Townsend Harris, they are looking for honors courses, and majors in music and art. At Midwood, depending on the program for which the student is applying, they are looking for advanced foreign language courses, course work in art and music, algebra or sequential math. At A. Philip Randolph they actually look at the students' classroom notebooks to determine whether they have adequate science background. At Bergtraum, they are looking for computer program applicants with honors courses and higher level mathematics. At such schools, students are at a disadvantage if their middle school does not have advanced enough offerings. They are also at a disadvantge if their guidance counselor does not clearly indicate the name and type of courses on their application -- a common problem according to school officials interviewed.

Success in certain types of courses appears to be more clearly linked to skills needed to participate successfully in a high school program than is an overall grade point average. However, if certain coursework is a prerequisite for admissions, students and their middle schools should have clear notice far in advance of the application period. Moreover, the High School Division and the Chancellor should be monitoring such requirements

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to make sure they do not shut out whole feeder schools from consideration.

Standardized Test Scores

Students can be certain that above grade level scores on the standardized New York City Mathematics test will be an admission criterion in virtually any program that has the word computer or mathematics in its title. It is important to remember that the test score formula for educational option schools and programs is only in effect for reading scores, not math scores. Moreover, several officials at schools with educational option programs stated that they looked for the top reading scores in each of the three categories of students. Thus, a student with a seventh grade score of 7.0 (seven months below grade level) has a far better shot at a seat in an educational option program than his friend with a 6.3 (a year and a half below grade level). In the above grade level category they will look for students with eleventh and twelfth grade reading scores. This practice is unavoidable as long as educational option programs are free to pick and choose among applicants within the three categories. It clearly undermines, however, the fundamental purpose of the 25-50-25 requirement -- to assure a proportional representation of students at all achievement levels.

Another way test scores are used is to determine which program within a school a student is prepared to successfully handle. One vocational high school, for instance, said it accepted students with reading scores above 5.5 for most programs, but required a score of no more than a year below grade level for its journalism applicants.

Testing by the High School Program

A program is, by definition, screened if it requires a test administered at the high school for admission.

Most, but not all, screened vocational-technical high schools require applicants to take such a test. The vocational high school superintendent's office indicates that all testing at schools in its jurisdiction is based on one of two published tests - a mechanical skills test and a space relations test. Individual schools, however, may add or subtract questions to tailor the test to their admissions requirements. Altered tests must be approved by the superintendent's office.

These practices present several problems. First, even assuming the original published test is free of socio-economic and sex bias, there is a clear potential for reinserting biases when these tests, prepared by experts, are altered. The

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superintendent's office, may be qualified to judge whether the alterations reflect the needs of the individual program, but does not have the resources to do the extensive sample testing necessary to insure that the revised test meets professional standards for absence of bias.

Second, the plethora of altered tests makes it more difficult to offer limited English proficient students the test in their native language. One vocational-technical school interviewed by AFC cited the lack of appropriate translated tests as the reason for not offering LEP students seats in screened programs. (See Chapter Four for fuller discussion of this issues.)

Third, a great deal of time, money and energy is invested in devising, administering and grading tests at each school that requires them. Students applying to more than one such school must sit for a separate test at each school even if they are applying for the same type of program.

Fourth, it is up to the school how much weight to give the tests. Art and Design claims to base admission solely on its test plus portfolio review. Other schools, such as George Westinghouse and Thomas Edison consider tests as only one factor. Thus a student with a high score on the test might be rejected because of poor attendance or grades.

It is also puzzling why some schools do not administer a test and others with the same type of programs do. For instance, Alfred E. Smith in the Bronx offers a auto trades program but does not administer a test, whereas Automotive in Brooklyn does. Queens Vocational offers a program called "electrical installation and practice" and does not require either a test or an interview. Thomas Edison in the same borough offers a program with the same name and requires both a test and an interview.

The same inconsistency can be found in the medical science programs offered at educational option, campus and zoned high schools. Hillcrest, a zoned high school in Queens, requires a written test for its unzoned medical science program. Midwood which is both a zoned high school and a Brooklyn College campus school requires an interview for its medical science program. A. Philip Randolph, a city college campus school reviews student class notebooks to judge their preparation in science - a unique approach. At Clara Barton, an educational option school, applicants to the medical institute are judged on the sole basis of their application.

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The obvious drawback to this inconsistency is that it makes the application process that much more confusing to students, parents and middle school guidance personnel. It also underscores how each school creates its own admissions criteria without oversight or regulation, as it it were a private school.

Name, Address, School and District

Some high schools indicated that they took into consideration how far the student lived from the school. If students had to travel a long distance, they were less likely to accept a seat in the school even though they had applied and more likely to have attendance problems even if they decided to accept a seat.

No school admitted to refusing to admit students from a given feeder school but many indicated that they had a particularly good relationship with certain schools, or that students from certain feeder schools did particularly well at their programs. If a high school wants to give preference to certain feeder schools, the means to do so is there on the applications they see. (This issue is discussed in more detail in Chapter Four.)

Some schools indicated that students' names, addresses and schools were used to determine the likely race of the applicant because race/ethnicity is not indicated on the application. They need to know the students race for one of two reasons:

1. They are attempting to admit a class that is 50% or more white, and 50% or less black, Hispanic and Asian, pursuant to the policy administered by the Board's Office of Zoning and Integration (see the next chapter). Whether the program is available to students in one borough or to the entire city, the pool of white potential applicants is always considerably less than 50%. Schools must, therefore, carefully scrutinize applications to make sure they have enough white students to meet their quota;

2. They are predominantly non-white schools and therefore are not under the 50/50 requirement. However, they are seeking to offer enough seats to white students to wind up with a significant white representation in the school. A High School Division official indicated that to accomplish this goal, a school must make offers to many more white students than it expects to actually attend the school because of the high declination rates among in-demand white students.

Students Ranking of School

Most schools indicated that they give some degree of consideration to the student's ranking of their school. A few, e.g. Thomas Jefferson and Alfred E. Smith, said they disregard

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student ranking because students get so little counseling before they fill out applications.

Several schools indicated that they looked to see where else the student had applied to determine whether the student's choices demonstrated a consistent interest in a specific type of program. This seemed particularly important to schools with computer programs, perhaps because they tend to be flooded with applications.

The admissions statistics for Lafayette High School's Pre-Engineering and Computer Institute offer an interesting illustration of the relative importance of student choice. The school in its interview said that students who ranked the school 1-4 had a better chance of being accepted and the statistics bear this out. Nevertheless, the school made a surprisingly high number of offers to students who ranked the school as their fifth or less desirable choice. Lafayette received a total of 2572 applications for 200 ninth grade seats; 1126 applicants ranked Lafayette 1-4. Yet it made only 197 offers to this group. It made 134 offers, or 37.36% of all offers to students who ranked the school as a fifth or less desirable choice.

Two possible explanations for why the school passed over so many interested students are:

1. The school passed over students who had ranked the school more favorably in favor of students with better grades, test scores and attendance;

2. The school passed over students who judging from their names and residences were black and Hispanic in favor of students who were more likely non-Hispanic white. Lafayette is supposed to remain a white majority school under the policies of the Office of Zoning and Integration. But its unzoned program is open to all Brooklyn residents and the pool of potential applicants from Brooklyn is only 21.7% white. Thus Lafayette would almost certainly have to give preference to non-Hispanic white applicants to meet its racial/ethnic quotas.

The screened medical science program at Dewitt Clinton is an example of a program where student choice is evidently not important judging from the admissions statistics. There were 964 applications for 35 ninth grade seats including 200 students who ranked the program as their first choice. Only 21% of such students received offers whereas 38% of the students who ranked the school as their fifth or less desirable choice got offers. Over all, 41.74% of the offers went to this latter category of student which constituted about a third of all applicants. Thus students ranking the school as their fifth or less desirable choice actually got a higher proportion of offers than students ranking the program as their first through fourth choice!

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Conclusion

Most of the information we gleaned from our telephone interviews is not available to the general public even though it is of critical importance to applying students and their parents and advisers. Nor is this specific admissions criteria information available from the High School Division. Several years ago, the Division attempted to survey schools on their criteria, but according to Division officials the responses were vague and inconsistent and did not yield helpful information.

Clearly, it would be useful for the High School Division to systematically collect information from schools on their specific admissions criteria and make this information available to the public. However, once the admissions criteria are determined they should not be automatically accepted. Rather, schools should be required to justify every criterion that limits access to a program. Permissable admissions criteria should be pared down to those truly necessary for successful participation in a career area. Criteria should be consistent for all programs within a career area. A case can be made for offering a continuum of programs in the same career area requiring different levels of skill and, hence, different admissions criteria. However, it is preferable to have this continuum within each school program to ensure that programs in a career area are available to all interested students in convenient geographic locations.

Rules governing permissable criteria should be published as a Chancellor's regulation. There should be centralized oversight to make sure that each school's criteria conform to the Chancellor's regulation. Approved admissions criteria should be included in the school's entry in the High School Directory.

The criteria for admission should not be permitted to vary depending on the relative popularity of an individual program or a career area. This concern must be thoroughly addressed because the more students want to attend a school whether because of its location, its reputation or its career area offerings, the more selective it can afford to be if it is permitted to be selective.

When a private school gets 20 applications for every seat, it will choose the one student in 20 with the highest grades, test scores, etc. and gear the level of its course offerings accordingly. But this is not acceptable in a public school system which must effectively educate every student who walks through its doors.

However, as long as individual schools are given the opportunity to pick and choose among students, most will choose the best they can get. Even if guidelines for permissable

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criteria are set and honored, most schools will pick the students with the best records within the criterion rather than select a full range of qualified applicants. The tendency of educational option programs to select the top-scoring students within each category illustrates this point.

The identification of qualified applicants should, therefore, not be left to the individual school, although the individual school should play a key role in determining what admissions criteria are appropriate.

The computerization of the high school admissions application beginning in the 1983-84 school year offered an exciting opportunity to ensure equitable access that has not been fully tapped. The computer could be programmed to pick out qualified applicants who meet agreed-upon admissions criteria. If there are more qualified applicants than there are seats, students could be selected randomly from the pool of qualified applicants.

Computer selection would not only prevent unnecessary and inappropriate selectivity. It would also make it possible to ensure appropriate geographic distribution and equitable representation of the non-traditional sex, special education and of limited English proficient students in the same fashion as these goals are now accomplished in unscreened programs. As described in Chapter Four, such action is sorely needed to redress maldistribution of students in screened and educational option programs. As discussed in the next chapter, the effects of racial/ethnic quotas imposed on some nonzoned schools and programs should be systematically monitored. This could be done more efficiently if the selection process was computerized.

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CHAPTER THREE

The Interrelation of Integration Policies and the High School Application: When 50-50 Isn't Even Odds

A separate process for assigning students to a high school is operated by the Office of Zoning and Integration, a central Board office independent of the High School Division. This process, called Choice of Admission or, interchangeably, Optional Assignment Programs allows students to apply to schools other than their zoned school but in many cases it also limits their choices, and the number of seats available at each choice, based on their race.

The choices offered students under these plans are some of the same schools they can apply to on their high school application. The complicated process of determining how many seats should be made available to which race at which high schools is delegated to the Office of Zoning and Integration director and his associate and few school officials seem to fully understand it or its effect on other high school admissions processes.

The Optional Assignment programs are intended to serve the various purposes one would expect re-zoning to accomplish, including relieving overcrowding at over-utilized schools, giving students the opportunity to attend an integrated school, and preventing schools from experiencing abrupt demographic changes that might result in re-segregation. But unlike re-zoning, which requires an opportunity for public hearings and involves various constituencies within the school system, changes in the Choice of Admission/ Optional Assignment Programs are made solely within the Board bureaucracy.

There are 26 Optional Assignment programs in the five boroughs with 26 different catchment areas, typically, but not necessarily, the zone of one high school. Students in the terminal grade of a feeder school within the catchment area including special education and limited English proficient students are required to complete an optional assignment form. For a few programs, participation is optional. Students choose in order of preference among a list of schools including their own zoned school, other academic-comprehensive zoned schools and in many programs, vocational, educational option or unzoned academic-comprehensives. Parents must sign the form and a school official notes the race of the student on the form. The forms are due in December of every year, about a month after high school applications are due. No assignments are made until after the high school admissions process is completed in the late spring. Then those students who have turned in optional assignment forms

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and have not been placed through the high school admissions process are placed through the optional assignment process. Seats are filled by random computer selection. All students who have ranked a school first must be accommodated before the computer will select from students who have ranked the school second. Student get their highest priority choice for which there is an available seat. Availability as discussed below, may turn on whether the student is a non-Hispanic white (henceforth referred to as "white") or a minority group member. Unlike the high school admissions process, students are never offered more than one seat in one school and unlike high school admissions, they do not have the option of turning that seat down. There is, however, an appeals process. Dissatisfied students and parents can make an appointment with the Office of Zoning and Integration staff which will offer students a seat in other schools listed on the Optional Assignment form in the student's catchment area to the extent that seats are available. Approximately 11,000 students were placed in high school through these programs in the 1984-85 school year. What follows is a borough-by-borough analysis of the programs followed by a discussion of their effects citywide.

Manhattan

In Manhattan, where only about 9% of the public school population is white, there is one optional assignment program available to students in District 5, Harlem and District 6, Washington Heights to give students some extra choices. The largest number are assigned to John F. Kennedy in the Bronx. The second largest number wind up at George Washington in upper Manhattan. In addition, all Manhattan academic-comprehensive high schools are open to all Manhattan residents to the extent that space permits after students in each school's priority zone have been accommodated. Manhattan students compete for available seats on a random basis through the regular high school admissions application. These schools are in effect, unscreened unzoned programs for Manhattan students living in a different zone. However, selective educational option and screened programs run by each school cut down on the number of unscreened seats available.

Staten Island

In Staten Island, the only borough where white students are in the majority, a letter of agreement with the federal Office of Civil Rights governs zoning. Schools are carefully zoned in an attempt to reflect the boroughwide ethnic distribution of the high school population -- 79.8% white, 11.6% black, 6.7% Hispanic and 2.4% Asian in fall 1983. Waivers to permit students to attend a zoned school other than their own are rarely granted. A modest optional assignment program exists for the purpose of bringing the ethnic balance of Curtis, New Dorp and Tottenville High Schools

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closer to the boroughwide ethnic distribution. In the 1984-85 school year, six whites opted to attend Curtis High School, 20 minority students opted to attend New Dorp and six minority students opted to attend Tottenville.

Queens

The most controversial program is the Choice of Admissions Plan for the Andrew Jackson High School zone in southeast Queens. Black, Hispanic and other minority students zoned to Jackson may apply to a list of "receiver schools" that includes Jackson plus every school in the city that has a white enrollment over 50% and has room for students from out of zone. Whites in the Jackson zone choose from a different list of schools. Regardless of how much room a receiver school has, the number of seats available to non-whites is limited to ensure that the receiver school's white population 1) neither falls below 50% nor 2) changes by more than 4% or one-fourth of the difference between the school's current white enrollment and 50%, whichever is lower. Fifty percent, in Board parlance, is the "tipping" point. Receiver schools, i.e. schools that have not tipped are sometimes referred to as "protected" schools.

The present Jackson plan is the latest in a series of Board responses to the disproportionately high representation of minorities at Jackson. Since the 1960's, Jackson has had a higher percentage of minority students than the borough as a whole. There has also been a rapid decline in its white population. Whereas in 1957, the school was 82% white, by 1976, there were only four whites enrolled in the entire school. A New York State Education Commissioner's decision in February 1967 (Matter of Gray, 6 EDR 92 (1969)), nearly 20 years ago, ordered re-zoning in Queens to relieve the racial imbalance at Jackson. The Commissioner found that Jackson had three times the percentage of blacks as the average for the city and that the "condition has been allowed to become aggravated over a period of six years without adequate counter measures being taken." The Board devised various plans, but stays in proceedings granted to parents whose children would have been zoned to Jackson and teachers strikes in the period when the plans were due to start, prevented implementation. The percentage of whites in the school continued to rapidly decline.

By the time the Choice of Admission plan was first implemented in 1976, Jackson was an all minority school. The plan perpetuates Jackson's segregation, but offers students zoned to Jackson the option of attending an integrated school out of zone. The Jackson Parents Association challenged the plan in an appeal to the Commissioner who initially rejected the plan (Matter of the Parents Association of Andrew Jackson High School, 15 EDR 235

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(1975)) and ordered the Board to come up with a plan for the integration of Jackson that reflected the racial composition of the borough's public school population, which at the time of his decision was more than 50% white. He wrote: "The New York City Board of Education should not have approved a plan which made no effort to bring to those students who would not affirmatively choose to attend high school elsewhere the educational and social benefits of a quality integrated educational experience."

The Board of Education successfully moved to reopen the case, for the purpose of introducing new demographic projections that the white population in Queens would steadily decline to significantly less than half the total population. The Board argued that if it created a zoning system in which the individual schools reflected the racial composition of the region in a region where minorities exceed 50% of the school population it would hasten the decline of white population in the schools.

The Board claimed to base this conclusion on its experience that when schools are more than 50% non-white, their ethnic ratios change at an increased rate because of "white flight." The Board claimed that controlling the rate of change from white to minority through the Choice of Admissions Plan, was the means best calculated to giving the largest number of children an integrated education over the longest period of time. The Commissioner, persuaded by the Board's arguments, permitted reinstatement of the plan (16 EDR (1976)). A similar plan involving the Erasmus Hall zone in Brooklyn was successfully challenged and then reinstated at the same time as the Jackson plan (Matter of Fishman, 15 EDR 241 (1975); 16 EDR 6 (1976)). The Jackson parents then challenged the plan in federal district court. (The Erasmus plan was not similarly challenged.)

The federal District Court, in its 1978 decision (The Parent Association of Andrew Jackson School vs. Ambach, 415 F. Supp. 1056 (EDNY 1978)) characterized the goal of the Board's "controlled rate plan" as "the education of the largest possible number of children in a school in which the majority of the students are white for the longest possible time." The court found this to be a "forbidden goal" because "it recreates a dual school system, a system of integrated schools and schools in which the pupils are not accorded an integrated education." The Court concluded that the plan approved by the Commissioner's July 1, 1976 order was invalid because it denied some or all of the students in the choice of admissions area the equal protection of the laws. The Court ordered the Board to come up with a plan integrating Jackson consistent with the Commissioner's earlier order.

The city and state appealed this decision to the United States Court of Appeals, Second Circuit, which stayed the lower court's order, permitting the Choice of Admissions plan to

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continue while it considered the Board's and Commissioner's appeal. In the spring of 1979 the appeals court ruled (598 F.2d 705 (2nd Cir. 1979)) that since the Jackson plan was a voluntary plan to promote integration and not a court-ordered plan, it was permissable for the school system to consider the possibility of "white flight" and limit minority enrollment at integrated schools. But since the Jackson plan conditions entry to certain schools expressly upon race or ethnic background, and placed a heavy burden on minority students in the Jackson zone, the court imposed a very heavy burden of proof on the school system to show that each component of its Plan was really necessary to maintain integration. The case was sent back to the lower court to give the school system a second chance to prove its case and the Plan was allowed to continue in the meantime. In 1983 a second district trial court decision (No. 76C1212 (EDNY, July 5, 1985)) found that the Board could not prove that the 50% cut-off was necessary to prevent whites from leaving the school system but in 1984 the Court of Appeals sent the case back for even more fact-finding (738 F.2d 574 (2nd Cir. 1984)). The case is still pending. Thus, in ten years, the Board has not been able to prove that the Choice of admissions plan is the only way to maintain integration in Queens schools and the parents have not been able to get the Plan eliminated.

In the 1984-85 school year, 1602 minority students were placed through the Andrew Jackson Option Assignment Program. Of the 672 placed at Jackson, 357 had picked Jackson as their fourth or less desirable choice. Of those placed elsewhere, the largest numbers were placed at Queens schools, including Bayside, Martin Van Buren, Benjamin Cardozo and Forest Hills. A few were placed as far away as Staten Island.

The Jackson zone is an unusually large geographical area and includes students who live significantly closer to John Adams, Springfield Gardens, and Jamaica High Schools. In spite of the placement of students out of zone, it remains overutilized. Its utilization rate was 1.19 as of October 31, 1984, even after last minute efforts in September to send new arrivals to the Jackson zone as far away as Beach Channel High School on the Far Rockaway peninsula to reduce overcrowding. Even though one of the stated purposes of Optional Assignment programs is to relieve overutilization, more Jackson zoned students are not permitted to attend underutilized schools such as Francis Lewis (.79 utilization rate) or Martin Van Buren (.84 utilization rate) because that would change the rate of change from white to minority beyond the permitted percentage. Moreover, as the percentage of whites in Queens schools declines, the number of seats available to Jackson students out of zone also declines. In the 1977-78 school year 56% of Queens high school students were white. By the 1983-84 school year that figure had declined to

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35.4% white. In 1976, according to the 1978 court decision, 124 students designating Jackson as a fourth or fifth choice were assigned to Jackson. In 1977 no student designating Jackson as a fifth or less desirable choice was assigned there. But in the 1984-85 school year, 357 students were assigned to Jackson who had listed it as their fourth or less desirable choice.

In August 1985, leaders of the parents association at Jackson issued a public statement. The statement expressed frustration with the Board's failure to seriously discuss settlement of the court case and elaborated the hardships that the current zoning causes students attending Andrew Jackson. Among the problems they cite is the resentment felt by students who are assigned to Jackson as a 7th, 8th or 9th choice and who would prefere to attend a school nearer to their home, and the lateness problem caused by the lack of transportation available to students who must travel long distances to attend Jackson. The overutilization of the school also creates burdens.

Jackson parents cite the "brain drain" of high achieving students out of the zone as another problem. They believe that both the Jackson Choice of Admissions Plan and the educational option programs offered on the high school application take a disproportionately high number of achieving students out of the zone, leaving Jackson with a disproportionately high number of low-achieving, at-risk students to educate. This is an interesting example of how the two systems interact. Since students are randomly selected for assignment to receiver schools based on their own choices, it is not immediately obvious how this program would result in a disproportionately large number of high achieving students being placed out of Jackson. But the top students are more likely to be encouraged by guidance counselors and parents to use the choice of admissions program to attempt to avoid Jackson. Even more significantly, virtually all receiver schools now have one or more educational option or screened programs. (Admission criteria for several of these programs are described in the Appendix. Admissions results for two of these programs are analyzed in Chapter Four.) These schools have an opportunity to select the top applicants from the Jackson zone that the random selection of optional assignment applicants does not afford them. Moreover, the more minority students they select for screened and educational option programs, the fewer seats are available through the unscreened Choice of Admissions program, since however the students are admitted, their total number is limited by the formula imposed for "controlled rate of change." The high school admissions system thus provides an efficient mechanism for Queens receiver schools to hand pick their minority students, undermining the Choice of Admissions Plan.

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The Jackson parents' letter sets out several steps which individually or in combination might relieve the burden on the Jackson population and possibly result in a settlement or the Jackson law suit. They call for:

1. Reducing the size of the Jackson zone, re-zoning many students to schools closer to their homes;

2. Changing the "tipping" point from 50% to 40%, to more closely reflect the borough's population, which is only 33% white in grades K-12. This would free up additional seats for minority students in integrated and underutilized Queens high schools;

3. Requiring that the reading scores of students assigned to the receiver schools reflect the full range of scores in the feeder school population and eliminating educational option programs. This would reduce creaming and restore to Jackson a "critical mass" of high-achieving students;

4. Opening an alternative high school to serve over age Jackson students (e.g. 133 17-year-olds in grade 9, and 231 in grade 10 in the 1984-85 school year).

In addition to the Jackson Choice of Admissions Plan, there are three Optional Assignment Programs operating in Queens to relieve overutilization at Newtown and Long Island City High Schools and to "stablize" Francis Lewis High School--i.e. to counteract a decline in the percentage of whites by giving minority students zoned to the school the option of going elsewhere. A fourth program, the Brooklyn-Queens Optional Assignment Program is intended to stablize Grover Cleveland and Richmond Hills. A fifth plan, fashioned by a court settlement, relieves overcrowding at Franklin K. Lane and also effects both Brooklyn and Queens students.

Bronx

In the Bronx, students zoned to Christopher Columbus or Herbert Lehman are offered an opportunity to attend other schools for the purpose of stablizating these white majority schools. 21 minority students zoned to Columbus and six zoned to Lehman chose to go elsewhere for the 1984-85 school year. A third program gives students at Morris, Taft and Theodore Roosevelt a choice of ten schools, including their zoned school, both to give students extra choices and to relieve overcrowding at these schools. In 1984-85 this program resulted in 38 minority students being assigned to Columbus, and 40 to Lehman. These seats are carefully rationed to prevent "tipping" even though Columbus and Lehman are underutilized. In the fall of 1984, Lehman was only filled to .74 of its capacity and Columbus to .88 as compared to Morris which was filled to 1.69 of its capacity or Roosevelt which was filled to 1.60 of its capacity.

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Brooklyn

In Brooklyn, there are 15 different Optional Assignment Programs. One of them, the Erasmus Hall plan, is analogous to the Jackson plan in design and purpose. It was instituted at the same time as the Jackson plan, and the Erasmus Parents and Teachers Association appealed it to the Commissioner for the same reasons and with the same outcome as in the Jackson case. However, the Erasmus plan has not been challenged in court. In the 1984-85 school year 786 students were placed through this Optional Assignment Plan. Of the 203 students assigned to Erasmus, 112 had listed it as their fourth or less desirable choice. Other schools in which a large number of minority students were placed were James Madison, New Utrecht, Sheepshead Bay, and Franklin Delano Roosevelt. 35 white students were placed through the Optional Assignment Plan--31 at Midwood, 2 at Bergtraum, and 2 at Lincoln.

The other Brooklyn programs are intended to relieve overutilization and/or provide students with more choices in the Boys and Girls, Fort Hamilton, John Jay, Sarah J. Hale, and Eastern District zones and to "stablize" Canarsie, South Shore, and Midwood.

The Midwood plan illustrates how the optional assignment programs and the high school admissions process interrelate. Midwood was a school that "tipped" in the 1970's, going down to a 41% white enrollment in 1974. A selective unzoned program in medical science was created, in cooperation with Brooklyn College, to attract more whites to the school. Later, selective programs in fine and performing arts and in the humanities were added. The Midwood population has now tipped in the opposite direction--to over 50% white - and consideration is being given to making Midwood a receiver school for Jackson students this year.

The increase in whites at Midwood is the result of a two step process. First, the students zoned to Midwood are offered the choice of going elsewhere. Indeed, they are not guaranteed a seat at their zoned school unless they indicate Midwood as their first choice on the Mid-Brooklyn Optional Assignment Program form and turn the form in on time. The form does not advise them of this, however, so that students could inadvertently preclude themselves from the right to attend their zoned school. Since the point of the program is to increase white enrollment, white students zoned to Midwood are less likely to be shut out. However, for minority students in the zone, Midwood does not have one of the qualities usually associated with a zoned school--i.e. that they can always opt to attend it as a matter of right. As of August 1985, the Office of Zoning and Integration had assigned approximately 325 zoned students to Midwood. The High School Divison had placed 488 students in the unzoned, selective programs. Thus, only 37.4% of

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the entering ninth and tenth grade seats were filled by students attending their zoned school for a regular academic-comprehensive program. Approximately 200 students zoned to Midwood are placed in other schools each year through the Optional Assignment Program. The most popular are James Madison and South Shore, both zoned academic-comprehensives, and Clara Barton, an unzoned educational options school.

The second step is to select students for the unzoned screened programs. The specific admissions criteria employed at Midwood are described in the appendix to this report. The school requires high grades and test scores, and interviews a prescreened group of applicants before offering them seats. In order to achieve the goal of maintaining a white majority, the school must make sure that at least 50% of the students it selects are white, even though the potential public school feeder pool for this citywide program is only 24.3% white, and even though the Brooklyn potential public school feeder pool (from which the majority of applicants come) is only 21.7% white. As described in the next chapter, admission result statistics for Midwood show that predominantly minority districts receive substantially fewer seats at Midwood than the districts with substantial white enrollment. The most obvious explanation for this phenomenon is that Midwood is compelled to prefere whites to minority students, in order to achieve its racial goals.

Thus, assuming Midwood can determine that a student is white through the name, address,feeder school or interview, (race is not specified on high school applications) that white student has better odds than a minority student just by virtue of being white.

Citywide Effects

The same is true for white students at any school on the receiver school list for Andrew Jackson and Erasmus Hall. In the 1985-86 school year that list included the following schools:

Brooklyn	Bronx	Queens
Canarsie	H. Lehman	Andrew Jackson
Lafayette	Columbus	Bayside
Madison		Francis Lewis
Sheepshead Bay		Martin Van Buren
Ft. Hamilton	Staten Island	John Adams
New Utrecht		Grover Cleveland
F.D.R.	New Dorp	Long Island City
Murrow	Tottenville	Forest Hills
South Shore	Wagner	Cardozo
Grady Voc.	Pt. Richmond	
	McKee Voc.	

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In the coming year it is expected that Murrow will be removed from this list because it has "tipped" and Midwood will be added because its white population has increased to over 50%.

With the exception of the academic-comprehensive schools in Staten Island, all of these choice of admissions receiver schools also run selective unzoned programs through the high school admissions process. An official at the Office of Zoning and Integration indicated that the office expects each such program in a receiver school to reflect the racial proportions of the school in which its based, but defers to the High School Division to issue written instructions. As discussed in a previous chapter, the High School Memorandum entitled "Development of Educational Option Programs" indicates that the student body of such programs should be "representative of eligible feeder patterns." These instructions would appear in contradiction to the expectations of the Office of Zoning and Integration, since the eligible feeder pattern for every unzoned program in the city far less than 50% white. The only exceptions are the one vocational school and one alternative school in Staten Island. An official involved in the high school admissions process, however, indicated that most schools are complying with the policy of the Office of Zoning and Integration and are expected by the High School Division to do so. One exception cited was Lehman, a white-majority school in the Bronx, which wound up admitting more than 50% minority students into its educational option program.

The quotas imposed to prevent tipping have had a particularly adverse effect on special education students.* Their race puts extra limits on the already limited seats available to them in programs outside their zoned school. At many minority high schools in impoverished areas, special education students constitute a disproportionately high percentage of the student population. This places a particularly onerous burden on overcrowded schools because of the strict class size limits on self-contained special education classes. Efforts to relieve these schools by offering special education students seats in unzoned programs through the high school admissions process are hampered by the quotas imposed by the Office of Zoning and Integration. For instance, in the 1984-85 school year, 15.89% of the total school population of Morris High School in the South Bronx were special education students, as compared to 5.73% of the population of Lehman. As discussed above, Morris is overutilized whereas Lehman has room

*The admission of special education students to high school is a subject in the case of Jose P. v. Ambach in which AFC serves as co-counsel. Therefore, we have limited our discussion of this issue to matters outside the scope of the case or to information not obtained through negotiations in the case.

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for more students. Moreover, an optional assignment program already gives Morris students seats at Lehman. But that program does not offer Morris adequate relief because of the racial quotas imposed at Lehman on minority enrollment to prevent tipping.

Similarly, non-white limited English proficient students may be shut out of unzoned vocational and career programs, not only because those programs do not have ESL/Bilingual services but also because providing those services and accommodating LEP students would increase the minority population at a school beyond the permitted limits. As discussed in the following chapter, LEP students are overrepresented in zoned schools and underrepresented in nonzoned programs.

The entire school system has radically changed since the time the Jackson Choice of Admissions Plan was first implemented in 1976. Back then, few academic-comprehensive high schools ran educational option programs. Now, most schools run one or more of such programs. As the EPP report Lost in the Labyrinth points out there are up to 107 programs to which an eighth grade student from a given borough can apply on the high school application form.

Back in 1976 the federal Education of All Handicapped Children Act was a new law and there were few special education students in the high schools. In 1984, about 8% of all high school students received some sort of special education services.

In 1974, the ASPIRA decree requiring New York City schools to provide bilingual education to Spanish-speaking students and the U.S. Supreme Court decision in Lau v. Nicholas, requiring special services for all non-English speaking students were both issued. Since then, the number of entitled limited English proficient students has doubled, according to EPP's new report on bilingual education, Ten Years of Neglect.

Back in 1976, 36.9% of the total public high school population in New York City was white. By fall of 1983 that figure was down to 27.7% and it is slipping by about 1% every year.

Whether or not the practices embodied in the "controlled rate of change" policy made sense when they were first implemented in 1976, they clearly need to be revised now in light of changed conditions. Indeed, as the federal district court noted in its 1978 decision, the Board of Education anticipated running schools in Queens with higher than 50% white populations only until 1985.

Board officials without first-hand knowledge of the Jackson case often state, inaccurately, that certain schools must be prevented from tipping because of a court order. In fact, the

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Jackson Choice of Admissions Plan is a purely voluntary plan - that is, a plan that the Board initiated of its own volition to promote integration rather than a plan that was ordered by a court because of a legal finding that the city had intentionally created segregated schools. The plan only wound up in court because the parents of affected minority students objected to it. Since all 26 optional assignment programs were undertaken on the Board's own initiative, the Board is free to change them. In the case of the Jackson and Erasmus plans, the Board might have to ask the Commissioner to approve changes since the plans became the subject matter of a Commissioner's order when the parents group appealed them to the Commissioner.

The proposals of the Jackson parents groups are a sound basis for fashioning needed reforms. The tipping point should either be abandoned or revised downward to more fairly reflect the actual proportions of the school population. (The Jackson parents suggest a 40% tipping point for Queens.) This is particularly important for unzoned schools and programs where all students are competing for a seat, supposedly on the basis of their individual qualifications.

Some re-zoning is clearly necessary to deal in a fair and open fashion with overcrowded conditions or with undue travel burdens on students. The end should be that every student has the guaranteed option to attend a school in his or her own neighborhood.

Finally, coordination of the various admissions systems and functions is vital. It makes no apparent sense to have an optional assignment program at Franklin K. Lane to reduce overcrowding and then bring in students from outside the zone for an educational options program. It makes no sense to bring in students to John F. Kennedy through both optional assignments and educational option programs and then turn away new students who live within the Kennedy zone, sending them to Lehman or Evander Childs as happened in the fall of 1985. It is difficult to justify having new selective programs taking away seats from unscreened integration programs in Brooklyn, Queens and the Bronx. The needs and entitlements of minority special education and LEP students should not be sacrificed. The various arms of the Board of Education must sit down together and create one coordinated system even if it means each giving up some pet projects. As one High School Division official is fond of saying, in the case of reforming high school admissions there is no such thing as a "free lunch."

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CHAPTER FOUR

Admissions Results and Their Implications

The tables at the end of this chapter represent an analysis of fall 1985 admissions results for sample community school districts at eight of the city's most popular nonzoned high schools, based on statistics from the High School Division. The most recent available demographic data for the districts and high schools studied is also provided. The acceptance rate was calculated by determining the percentage of the district's applicants receiving offers.

We have also calculated the number of offers received in a district as a percentage of its overall middle school enrollment in order to compare the districts' respective shares of seats. This calculation takes into account that some districts are smaller than others and would therefore be entitled to fewer seats if seats were divided equitably among community school districts.

What jumps out of these tables is that students from all minority districts are accepted at selective schools and programs at a significantly lower rate than students from districts with sizeable white populations both in terms of the percentage of applicants receiving offers and the percentage of the district middle school population receiving offers. The racial composition and the poverty data of some of these high schools is in no way reflective of the pool of eligible applicants.

We have compared the acceptance rates of applicants from private and parochial schools to those from public feeder schools. In a few districts, most dramatically District 13, private/parochial students enjoy a significantly higher acceptance rate.

Finally, the tables reveal that the deeper the community school district's poverty, the worse its acceptance rate and the smaller its proportional share of seats at selective schools.

Tables 1 through 4 compare admissions results for every community school district in Brooklyn at John Dewey and Edward R. Murrow, which are open only to Brooklyn residents, and at Midwood, which has citywide screened programs but fills the majority of its seats with Brooklyn Students. Results are fairly consistent at all three schools. Four districts did significantly better than the other Brooklyn districts. Three of them -- Districts 20, 21 and 22 -- have the largest percentages of white students in their public schools and the least poverty. Parts of District 21 and 22 are in a priority zone for Murrow or Dewey (i.e. students from

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designated feeder schools will be automatically accepted if they list the school as their first choice) so that these districts can be expected to do better at these two schools than any other district. The fourth district, District 15, has the fifth largest white public school population in Brooklyn. While it has significantly more poverty than 20,21 and 22, it also takes in a sizeable middle class white population in Park Slope coming from both public and private/parochial feeder schools.

The districts that fared the worst at Midwood, Dewey and Murrow were all communities with deep poverty and few or no white students. There was, however, some variation among the three high schools. District 16 (Bedford-Stuyvesant) and District 23 (Ocean Hill-Brownsville), are totally minority districts with the deepest poverty in Brooklyn. They had low rates of acceptance at all three high schools. Districts 14,17 and 19 also did poorly at Midwood, while Districts 13 and 32 did poorly at Dewey and Murrow. Not surprisingly, the profiles for these three schools, especially Midwood, reflect more affluence and a higher white representation than the borough as a whole. In fact, Midwood's percentage of low income children, 30%, is significantly lower than that for the relatively affluent district in which it is located.

Admissions results at citywide high schools were also analyzed for sample districts (Tables 5-9). The same general trends hold true as in Brooklyn. For instance, District 2, the most affluent district in Manhattan and the Manhattan district with the largest white population, received a far higher percentage of offers than other Manhattan districts in schools such as Art and Design, Music and Art, Murry Bergtraum and Norman Thomas. (That the white population at the latter two schools is not higher may be due to the higher declination rate for white students.) District 16 in Bedford Stuyvesant and District 5 in Harlem had substantially lower acceptance rates than the citywide average in virtually all cases (District 5 did better than the citywide acceptance rate at Murry Bergtraum, which had been instructed by the Manhattan superintendent to take more students from Harlem but nonetheless had a significantly lower acceptance rate than District 2.)

The Queens districts with the highest white populations and least poverty had a higher rate of acceptances at Townsend Harris than those with the most poverty and the fewest whites (Table 10 and 11).

Two Jackson receiver schools - Cardoza in Queens and Lehman in the Bronx were also studied (Tables 11 and 12). Districts with the highest white population and the least poverty did significantly better at these schools which are required to admit a white majority into their unzoned programs.

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Within districts, however, the trends are suggestive but not as clear cut. Table 13 analyzes admissions results at the three high schools for students at each of the public feeder schools in District 18. This district was selected because of the dramatic differences in the racial composition of its middle schools. Two feeder schools in the district have white majorities and the other three have virtually no white students. The district as a whole had about average success compared to other Brooklyn districts in obtaining offers to the three high schools. Within the district, however, each of the three high schools favored a different feeder school. Interestingly, at Dewey, the school with the largest white majority (70%), and the lowest poverty rate, had the worst acceptance rate and the fewest students accepted proportional to the school's size. The most successful school was 94.0% black and 5.1% Hispanic. At Murrow, the 70% white school did somewhat better but the most successful school was another minority school with a population that was 93.6% black and 6.4% Hispanic. The least successful school was the third minority school. At Midwood, however, the 70% white school did dramatically better than the other four schools with a 26.6% acceptance rate. The second most successful school, only had a 4.7% acceptance rate. A second school in District 18 with a 55.1% white majority did not do particularly well at any of the three high schools.

An analysis of feeder school results in District 15 (Table 14) reveals That the school with the highest percentage of whites (30.1%) received the most offers at Midwood and Murrow and the second most offers at Dewey. The school that received the most offers from Dewey had a 90.6% Hispanic population.

Table 15 represents feeder school results in District 28, Queens, at Townsend Harris High School, a citywide screened school that draws the majority of its students from Queens. District 28 has two schools with white majorities, three schools that are predominantly black and one school with a mixed population of Asians, blacks, whites and Hispanics. This last school had the most success obtaining seats at Townsend Harris, with a 31.6% acceptance rate as compared to a citywide acceptance rate of 16.9%. The two white majority schools had 20% and 28.6% acceptance rates. The three black majority schools received no offers whatsoever, but they also submitted fewer applications.

In some, but by no means all districts, private/parochial school applicants have higher rates of acceptance than public school students. In District 13, for instance, the percentage of public school students receiving offers was 4.3% for Dewey, 4.7% for Murrow and 3.5% for Midwood. In sharp contrast the percentage of private or parochial students receiving offers was 15.9% for Dewey, 16.1% for Murrow and 21.6% for Midwood. It is noteworthy

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that there are virtually no white students in the public schools in District 13 but the district includes Brooklyn Heights, with its highly affluent white population, most of whom send their children to private schools.

How the Present System Address Maldistribution

The Board does not presently collect racial data on students submitting high school applications. (In contrast, the student's race is noted on the Optional Assignment Application.) However, several school officials whose interviews are included in the appendix, indicated that they attempt to determine this information in order to comply with racial quotas.

The presence of the student's name, address, school and district on the application gives the savvy high school admissions officer a great deal of information about the student's likely ethnicity, race, and socio-economic status. One Board official speculated that most high schools prefer students from "safer" neighborhoods because they are less likely to bring with them to school the social and economic problems that plague impoverished communities. The same official noted that the "protected" status of schools that are supposed to maintain white majorities results in fewer seats available to all-minority districts.

Some high schools told AFC that they make a conscious effort to take students from every district that provides applicants. Some, e.g. Townsend Harris, are under specific directives to admit no more than a certain number of applicants from a given feeder school. Some very popular schools, e.g. Murry Bergtraum, are under constant pressure, often from groups with conflicting interests, to admit adequate numbers of students from various districts. At some schools, e.g. High School for the Humanities, Dewey, and Murrow, the system has bent to community pressure and created a priority zone for a certain district or for several feeder schools.

The computerized admissions operations have the potential of yielding detailed information on the number of students applying from each feeder school and the kinds of students receiving a high ranking from a high school even before any offers go out to students. There are several "rounds" of offers. In the first round, the students ranked highest by each school receive offers. Students ranked somewhat lower are notified that they are on a wait list and all other students are rejected. In subsequent rounds, students from the wait lists receive offers. Board officials told AFC that where it appears after the first round of offers has been made that certain districts are being over or under represented at a given high school, or that limited English proficient students, girls, or special education students are

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under represented, they will take corrective action in the second and third rounds when, as seats open up, students who were on waiting lists are accepted.

In the first round schools make more offers than they have actual seats. Nevertheless, enough students turn down offers (usually because they have received more than one) to permit schools to offer seats in the second and third round to students who were originally wait-listed. However, relatively few seats are filled as a result of second and third round offers. Citywide, 28.8% of all seats were filled in the second and third rounds in the latest admissions year. At the most popular schools, even fewer seats are filled after the first round. At Norman Thomas High School for Commercial Education, a citywide education option school, for instance, only 13.75% of all seats were filled in the later rounds. At Midwood High School, which runs three citywide screened programs in cooperation with Brooklyn College, only 5.32% of the screened seats were assigned after the first round. At George Westinghouse Vocational Technical High School no offers were made in several popular programs after the first round.

Even if a substantial number of seats are available after the first round, the most the High School Division can do is to change the ranking of students on the waiting list so that those from underrepresented areas or groups get offers first. If these areas are also underrepresented on the waiting list, then clearly, corrective action may not be possible. If inadequate numbers of students from underrepresented areas have been selected from interviews or auditions it appears impossible to adjust representation at the end of the admissions process. Moreover, these last minute corrections may not achieve fair distribution of acceptances among feeder schools <u>within</u> a district. In our calculation of districts' admission results, AFC found that in many cases, one school received almost all of the offers in that district, even when similar numbers of students applied at the other district feeder schools. In AFC's study of admission results within District 5, Harlem, AFC found that one intermediate school had far better admissions results than the other three feeder schools at the high schools most popular with District 5 students and the one junior high in the district did dramatically worse, although it is considered an effective school.

<u>The Case of Limited English Proficient and Special Education Students</u>

Post first-round corrections are also inadequate to guarantee adequate seats for limited English proficient (LEP) and special education students. In the most recent admissions process, the High School Division was instructed that each school or selective program was to select one-third of all LEP applicants up to 40

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students. But this edict was handed down only after first round offers had been made. In many cases seats could not possibly have been available to offer LEP students. In even more cases LEP students had not applied in sufficient numbers in the first place because no one had counseled them on what was available to them. The vast majority of screened and educational option programs do not make provision for LEP students. But even those that do, receive surprisingly few applications. In sharp contrast, LEP students apply in large numbers to computer programs but very few are accepted.

Many of the 50 selective schools and programs surveyed by AFC made no provisions for limited English proficient students. Very few offered the full bilingual services mandated under the ASPIRA decree. A table at the end of the appendix reveals how few LEP students are accepted to these schools.

An Educational Priorities Panel report, Ten Years of Neglect, released in October 1985, not only shows that large numbers of LEP students are not receiving the services they are entitled to but also documents their overrepresentation in zoned high schools and dramatic underrepresentation in nonzoned schools and programs.

The State Education Department (SED) recently investigated the access of LEP high school students to vocational programs. In a letter of findings dated September 24, 1985, SED's Division of Civil Rights found "that New York City public schools is in violation of the controlling legal authorities as they relate to access of limited English proficient students to vocational education."

Among its specific findings were that:

1. LEP students "are seriously underrepresented in the 22 vocational-technical high schools, the six educational options high schools which offer vocational and technical programs, and in the special vocational and career institutes offered in the academic-comprehensive high schools that were reviewed;"

2. Bilingual and English as a second language support programs and services are not offered at the majority of vocational education programs;

3. The application rate of LEP students to the vocational-technical and educational options schools is disproportionately low as is the acceptance rate in many instances, for the few students who do apply;

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4. Insufficient information about vocational education opportunities is available to LEP students at the feeder schools;

5. Screening tests and interviews when held are conducted entirely in English, and English-language standardized reading tests are sometimes used as an admissions criterion.

The state found that LEP students are actually discouraged by their counselors from applying to any non-zoned school on the grounds that required language services are not available. Moreover, the High School Directory has not been available in any language other than English. Board officials promised in the fall of 1985 to get the introductory sections translated into the six most common non-English languages. But LEP students and their parents still have no information on specific programs available in their native language.

In the past information has also not been available to special education students and their parents on what special programs have self-contained units. However, for the first time some progress has been made. The newly issued 1985 High School Directory specifies for each school what programs have self-contained units and whether the admissions model is unscreened, screened or educational option.

Only a few years ago, few educational option or vocational-technical schools ran special education programs. Now almost every unzoned school has a special component. Thus, although special education students continue to be overrepresented in zoned high schools and demand for special education seats in unzoned programs still far outweighs supply, some progress has been made.

The Relationship of Admissions Criteria to Admissions Results

One High School Division official has suggested that impoverished districts obtain fewer seats than more affluent districts because fewer of their students can meet the admissions criteria of the selective nonzoned programs. Although it is true that economically disadvantaged students tend to have lower achievement levels, this neither explains nor excuses the underrepresentation of students from impoverished, non-white districts, for several reasons.

First of all, the admissions criteria themselves would be suspect if their effect was to exclude students from certain districts. As discussed in a previous chapter there is no systemic doublecheck on each programs' criteria to make sure they are no more selective than is appropriate to the program offered. It is, therefore, possible for schools to deliberately set standards high enough to exclude whole feeder schools. None of the school officials whose interviews appear in the Appendix

stated that they set their admissions criteria in order to exclude students from certain districts. But several clearly stated that higher scores or grade point averages were required for their more popular programs. Moreover, most schools' admission criteria exclude students with attendance problems, and several educational options programs indicated that they picked students with the top test scores from each category. These are admissions policies that cannot be justified and almost certainly work against economically disadvantaged students.

But it is also incorrect to assume that there are not adequate numbers of qualified students in the impoverished districts to fill a proportionally fair number of seats at schools with rigorous standards. It is noteworthy that when economically disadvantaged minority students are judged by a standardized test they sometimes do better than when the admissions criteria are more amorphous. For instance, only .8% of the students applying to screened Midwood High School programs out of District 23, Ocean Hill-Brownsville were accepted but 3.1% passed the test to enter Brooklyn Technical High School, one of the specialized high schools authorized by state statute. In District 16, Bedford Stuyvesant, 2.4% of applicants to Midwood were accepted but 5.8% passed the Brooklyn Tech test. The contrast was even greater for private/parochial school applicants in these two districts. Only 1.8% were accepted to Midwood from District 16 but 9.2% passed the Brooklyn Tech test. None were accepted to Midwood from District 23 but 7.7% passed the Brooklyn Tech test.

It appears, in fact, that the number of achieving students in impoverished minority districts outweighs the number of seats made available to them at selective schools. A number of guidance counselors, principals and superintendents from such districts have expressed particular concern about the lack of success of their highest achieving students in obtaining seats. There is reason to believe that the most promising students from these districts are, in particular, adversely affected by the preference given to whites in the admissions process.

In educational options programs and schools, competition is often stiffest for the 25% of seats that go to students reading more than six months above grade level. This is surprising at first glance, since more potential applicants read below grade level than read above it. But it is the high- scoring students who are receiving the most encouragement from counselors and parents to apply to selective schools in preference to their zoned high school.

The above-grade-level category can be expected to include a higher percentage of white applicants than the at-and-below grade level categories because predominantly white schools tend to have higher scores on standardized reading tests. This means that

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high-achieving minority students are not only competing with more applicants, but also that they are competing with more applicants who have the automatic advantage of being white in a system that, in many schools, must give preference to whites. The principal of one such educational option school says he attempts to accept a similar racial proportion of students in each category to avert the possibility of tracking paralleling race. This practice, he notes gives a tremendous advantage to average and lower-achieving white students over their minority counterparts. The Board presently does not monitor the feeder patterns or racial proportions within test categories but could easily program its computer to gather this information. This is very important, as the educational option school principal pointed out, to prevent tracking by race.

In screened programs, only high-scoring applicants are generally considered. Even the poorest district will have a number of students scoring substantially above grade level but more affluent districts will be able to produce applicants with even higher test scores. If a school looks for the best scores it can get, rather than the minimum achievement level needed to succeed, economically disadvantaged students' chances of being accepted decline. Some selective schools indicated in their interviews that they were looking for specific types of advanced coursework in math, science, foreign language, music or art. If a feeder school does not offer advanced enough courses, its students will probably be passed over. Economically disadvantaged districts which must concentrate their resources on inculcating basic skills may not be able to afford such courses.

A partial solution to maldistribution of seats is to set up goals for fair distribution of seats ahead of time and to review each high school's ranking of students to make sure these goals are met before any acceptance notices go out. Under the present system, schools rank all acceptable applicants. In popular programs, many more applicants are ranked then can be accepted or even wait-listed. If the highest ranking applicants do not comprise the agreed upon mix of students, the computerized system could continue down the list of ranked students until the proper mix is achieved, without requiring the school to accept unqualified applicants. If, as was recommended in the previous chapter, selection of qualified students is done by computer, based on approved criteria, the creation of an appropriate mix of students would be even easier.

Efficient monitoring to ensure equitable racial balance among students accepted to nonzoned programs requires going beyond feeder patterns and collecting information on the race of the student on the application form as is already done on Optional Assignment program applications. This information, however, should not be revealed to the high schools the student is applying to. In fact, the State Education Department has found improper the

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notification to high schools that an applicant is eligible for LEP services and the native language spoken.

It is a thorny problem to establish what a fair representation of students should be. This is an issue that ultimately must be addressed at the Chancellor's level to resolve competing interests and to ensure the task of educating students with special needs is equitably distributed among all the city's high schools.

The categories and issues which must be considered in determining the appropriate mix of students include:

* Geographic distribution - i.e. equitable representation of feeder schools and districts - within each program and test category;

* Special education students;

* Limited English proficient students;

* The gender traditionally underrepresented in a specific career area;

* Racial/ethnic composition - again within each program and category;

* Students with poor attendance records;

* Students with low standardized test scores.

In addition, determination must be made as to whether a program's or school's catchment area should be the entire city, the borough, or some smaller area. Factors that should be considered include:

* Is there a comparable program available to students in other boroughs?

* Would students within the borough be adversely affected if the program were citywide?

* Is the school easily accessible by public transportation to students living out of zone or out of borough?

Finally, if minority students are to be given the same opportunity for consideration as white students, the goals for racial compostion at schools with non-zoned selective programs must be brought into line with the racial composition of the pool of potential applicants.

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Table 1

PROFILE OF FEEDER SCHOOL POPULATIONS AND SELECTIVE HIGH SCHOOLS IN BROOKLYN

District	J.H./I.S. Population*	% Low Income Children**	% Asian*	% Hispanic*	Non-Hispanic Origin % Black*	Non-Hispanic Origin % White*
13	3,933	59.21	.1	13.2	86.5	.2
14	5,509	71.01	2.2	66.4	24.5	6.9
15	5,120	62.25	2.4	61.4	19.0	17.2
16	2,540	70.16	0.0	10.0	90.0	0.0
17	7,483	60.81	1.6	9.4	88.7	0.3
18	5,721	36.06	2.0	6.2	67.3	24.5
19	6,338	63.82	1.9	43.1	49.3	5.7
20	7,835	42.45	9.3	29.4	13.9	47.3
21	6,470	45.66	5.0	15.3	20.5	59.2
22	6,255	31.32	4.7	7.6	31.0	56.7
23	3,631	74.36	0.0	14.6	85.2	0.2
32	5,120	73.42	0.7	61.8	34.0	3.4
Brooklyn Districts	65,957		3.0	28.6	46.7	21.7
Midwood	2,478	30.00	9.1	19.0	36.8	45.0
Dewey	3,032	49.25	5.0	14.4	29.7	50.7
Murrow	3,027	38.45	5.8	14.6	27.7	51.9

Data Source: Office of Student Information Services, NYC Board of Education

*October 31, 1983 Annual Pupil Ethnic Census. Note, the white population has increased at Midwood and decreased at Murrow and Dewey according to more recent but unaudited data.

**June 14, 1984 Poverty Components Listing

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Table 2

High School: t John Dewey

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools: Applicants	Students Applying From Private/Parochial Feeder Schools: % Applicants Receiving Offers	Students Applying From Public Feeder Schools: Applicants	Students Applying From Public Feeder Schools: % Applicants Receiving Offers	% of Total J.H./I.S. Population Receiving Offers
Citywide	8,501	1,932	22.7					
District								
13	850	42	4.9	44	15.9	806	4.3	.9
14	396	56	14.1	82	14.6	314	14.0	.8
15	1,337	334	29.9	441	33.3	896	25.7	4.5
16	319	36	11.2	81	14.8	238	10.1	.9
17	1,018	132	13.0	170	28.2	848	12.2	1.4
18	400	55	13.75	92	6.5	348	15.9	.9
19	509	60	11.8	69	1.4	440	13.1	.9
20	654	240	36.7	133	36.8	521	36.6	2.4
21	1,506	729	48.4	283	37.5	1,223	50.9	9.6
22	704	138	19.6	270	14.8	434	22.6	1.6
23	260	29	11.1	28	0.0	232	12.5	.8
32	263	23	8.75	26	0.0	237	11.0	.4

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Table 3

High School: Edward R. Murrow

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools		Students Applying From Public Feeder Schools		% of Total J.H./ I.S. Population Receiving Offers
				Applicants	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	
Citywide	10,995	1,538	14.0					
District								
13	946	54	5.7	81	16.1	209	4.7	1.0
14	516	58	11.2	155	14.8	361	9.7	.6
15	1,551	214	13.8	575	17.4	976	11.4	2.2
16	335	30	9.0	133	14.2	200	5.5	.4
17	1,158	104	9.0	208	11.5	950	8.4	1.1
18	716	75	10.4	138	12.3	578	10.0	1.0
19	562	47	8.3	80	.05	482	8.4	.7
20	1,005	139	13.8	218	15.1	787	13.5	1.4
21	1,249	274	21.9	241	26.6	1,008	20.8	3.2
22	2,011	443	22.0	642	16.3	1,372	24.6	5.4
23	251	17	6.7	29	3.4	228	7.0	.4
32	372	21	5.6	26	7.7	346	5.5	.4

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Table 4

High School: Midwood

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools		Students Applying From Public Feeder Schools		% of Total J.H./ I.S. Population Receiving Offers
				Applicants	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	
Citywide	10,441	830	8.0					
District								
13	1,332	71	5.3	134	21.6	1,198	3.5	1.1
14	262	7	2.7	53	3.8	209	2.4	.1
15	974	138	14.2	400	16.5	574	12.5	1.4
16	509	12	2.4	169	1.8	340	2.6	.4
17	1,463	40	2.7	294	3.4	1,169	2.6	.4
18	876	51	5.8	196	3.8	680	6.5	.8
19	596	23	3.9	104	14.4	492	1.6	.1
20	705	74	10.5	66	16.7	639	9.9	.8
21	582	103	17.7	94	16.0	488	18.0	1.7
22	1,809	254	14.0	460	16.7	1,349	13.1	2.8
23	354	3	.8	16	0.0	338	.9	.1
32	476	22	4.6	40	5.0	436	4.6	.4

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PROFILE OF FEEDER SCHOOL POPULATIONS AND SELECTIVE HIGH SCHOOLS IN MANHATTAN

Table 5

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District	J.H./I.S. Population*	% Low Income Children**	% Asian*	% Hispanic*	Non-Hispanic Origin % Black*	Non-Hispanic Origin % White*
1	3,354	66.23	14.0	69.8	13.8	2.4
2	5,372	37.62	30.7	25.8	15.9	27.5
3	3,535	57.20	2.1	39.6	51.8	6.2
4	4,498	65.33	.5	55.8	39.3	4.4
5	3,448	71.80	.3	20.4	79.1	.1
6	4,907	68.71	1.8	76.9	16.2	5.0
Manhattan Districts	25,114		9.2	48.2	33.6	8.9
Murry Bergtraum	3,575	46.29	9.6	31.1	47.6	11.6
Norman Thomas	3,083	57.22	4.3	42.6	48.8	4.3
LaGuardia	2,569	37.28	4.2	15.7	42.1	38.0
Art & Design	1,987	49.17	8.8	29.6	30.7	30.7

Data Source: Office of Student Information Services, NYC Board of Education

*October 31, 1983 Annual Pupil Ethnic Census. Note, the white population has increased at Midwood and decreased at Murrow and Dewey according to more recent but unaudited data.

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Table 6

High School: Murry Bergtraum

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools: Applicants	Students Applying From Private/Parochial Feeder Schools: % Applicants Receiving Offers	Students Applying From Public Feeder Schools: Applicants	Students Applying From Public Feeder Schools: % Applicants Receiving Offers	% of Total J.H./I.S. Population Receiving Offers
Citywide	24,385	1,553	6.4					
District								
1	1,143	131	11.5	103	16.5	1,040	11.0	3.4
2	1,509	251	16.6	382	17.0	1,127	16.5	3.5
3	786	41	5.2	95	4.2	691	5.4	1.0
4	1,663	79	4.7	97	13.4	1,564	4.0	1.4
5	620	68	10.9	28	10.7	592	10.9	1.9
6	708	58	8.2	90	20.0	618	6.5	.8
7	892	51	5.7	100	11.0	792	5.0	.8
16	933	51	5.0	241	9.5	692	4.0	1.1
23	474	22	5.0	48	6.0	426	4.4	.5
29	244	8	3.0	37	2.7	467	4.0	.1

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Table 7

High School: Norman Thomas

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools: Applicants	Students Applying From Private/Parochial Feeder Schools: % Applicants Receiving Offers	Students Applying From Public Feeder Schools: Applicants	Students Applying From Public Feeder Schools: % Applicants Receiving Offers	% of Total J.H./I.S. Population Receiving Offers
Citywide	25,390	1,281	5.0					
District								
1	1,149	95	8.3	93	1.1	1,056	18.9	2.8
2	1,627	112	6.9	378	4.5	1,249	12.1	2.8
3	853	70	8.2	143	2.1	710	9.4	1.9
4	1,969	155	8.0	0	0.0	1,969	8.0	3.4
5	927	38	4.0	44	2.0	883	4.0	1.1
6	1,111	63	5.7	128	2.3	983	6.1	1.2
7	1,096	75	7.0	139	11.5	957	6.0	1.2
16	701	11	1.5	184	.5	517	2.0	.4
29	408	1	.2	50	0.0	358	.2	.01

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Table 8

High School: Fiorello LaGuardia

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	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools		Students Applying From Public Feeder Schools		% of Total J.H./ I.S. Population Receiving Offers
				Applicants	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	
Citywide	14,718	776	5.3					
District								
2	961	145	15.1	218	24.3	7,431	12.3	1.7
4	545	49	9.0	18	5.5	527	9.1	1.1
5	400	4	1.0	23	0.0	377	1.1	.1
6	485	29	6.0	68	5.9	417	6.0	.5
7	399	8	2.3	30	3.3	319	2.2	.1
15	486	27	5.5	93	8.6	393	4.8	.4
16	225	1	.4	28	0.0	197	.5	.04
26	169	12	7.1	21	0.0	148	8.1	.3
29	435	18	4.1	48	10.4	387	3.4	.2

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Table 9

High School: Art & Design

	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools: Applicants	Students Applying From Private/Parochial Feeder Schools: % Applicants Receiving Offers	Students Applying From Public Feeder Schools: Applicants	Students Applying From Public Feeder Schools: % Applicants Receiving Offers	% of Total J.H./I.S. Population Receiving Offers
Citywide	5,693	1,088	19.1					
District								
2	273	70	25.6	42	26.0	215	26.0	1.0
5	177	17	9.6	2	100.0	89	13.4	.3
6	227	41	18.0	42	9.5	185	18.9	.7
7	137	12	9.0	24	4.0	113	10.0	.2
15	258	46	17.8	59	15.2	199	18.5	.7
26	67	20	30.0	13	23.0	54	31.0	.4

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Table 10

PROFILE OF FEEDER SCHOOL POPULATIONS IN QUEENS

District	J.H./I.S. Population*	% Low Income Children**	% Asian*	% Hispanic*	Non-Hispanic Origin	
					% Black*	% White*
24	8,050	35.50	15.9	35.0	9.5	39.6
25	6,713	22.24	17.4	12.5	14.9	55.2
26	4,321	15.09	9.8	7.3	23.1	59.8
27	8,151	42.43	2.9	18.8	44.8	33.4
28	6,060	40.75	9.0	18.6	46.3	26.1
29	6,759	45.72	3.0	11.3	78.1	7.6
30	6,229	41.77	11.4	30.1	18.9	39.5

Data Source: Office of Student Information Services, NYC Board of Education

*October 31, 1983 Annual Pupil Ethnic Census. Note, the white population has increased at Midwood and decreased at Murrow and Dewey according to more recent but unaudited data.

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Table 11

ADMISSIONS RESULTS FOR QUEENS DISTRICTS AT TOWNSEND HARRIS AND BENJAMIN CARDOZO S EDUCATIONAL OPTION PROGRAM

	Applicants	Total Offers	% Applicants Receiving Offers	Students Applying From Private/Parochial Feeder Schools		Students Applying From Public Feeder Schools		% of Total J.H./ I.S. Population Receiving Offers
				Applicants	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	
Townsend Harris								
District								
24	188	38	20.2	84	21.4	104	19.2	.2
25	373	89	23.9	132	25.0	241	23.2	.8
26	180	35	19.4	66	19.6	114	19.3	.5
27	137	20	14.6	28	7.1	109	16.5	.2
28	125	26	20.8	61	14.7	64	26.5	.3
29	276	20	8.0	104	7.7	172	8.1	.2
30	155	19	12.3	63	7.9	92	15.2	.2
Benjamin Cardozo's Educational Option Program								
District								
24	148	18	12.2	47	.0	101	17.9	.2
25	405	78	19.3	88	18.2	317	19.6	.9
26	306	61	19.9	55	7.3	251	22.7	1.4
27	112	6	5.4	20	.0	92	6.5	.1
28	166	18	10.8	46	10.9	120	10.8	.2
29	645	39	6.0	211	4.7	434	6.7	.4
30	80	8	10.0	26	11.5	54	9.3	.1

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PROFILE OF FEEDER SCHOOL POPULATIONS IN THE BRONX

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District	J.H./I.S. Population*	% Low Income Children**	% Asian*	% Hispanic*	Non-Hispanic Origin	
					% Black*	% White*
7	4,770	77.14	0.3	63.5	35.8	0.4
8	8,213	62.59	0.9	54.3	33.3	11.5
9	7,749	72.20	1.7	48.8	49.0	0.4
10	9,456	68.23	4.7	54.1	27.1	14.1
11	7,645	43.14	2.0	25.5	54.3	18.1
12	4,179	67.69	0.2	64.9	34.5	0.4

Admissions Results for Bronx Districts at Herbert Lehman's Educational Option Program				Students Applying From Private/Parochial Feeder Schools		Students Applying From Public Feeder Schools		
	Applicants	Total Offers	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	Applicants	% Applicants Receiving Offers	% of Total J.H./I.S. Population Receiving Offers
District								
7	720	21	2.9	100	6.0	620	2.4	0.3
8	795	34	4.3	125	0.0	670	5.1	0.4
9	971	17	1.8	65	7.7	906	1.3	0.2
10	601	32	5.3	76	4.0	525	5.5	0.3
11	886	77	8.7	90	16.7	796	7.8	0.8
12	434	19	4.4	39	15.4	395	3.3	0.3

Data Source: Office of Student Information Services, NYC Board of Education

*October 31, 1983 Annual Pupil Ethnic Census. Note, the white population has increased at Midwood and decreased at Murrow and Dewey according to more recent but unaudited data.

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Table 13

PROFILES OF DISTRICT 18 FEEDER SCHOOLS AND THEIR ADMISSIONS RESULTS AT MIDWOOD, MURROW AND DEWEY

School Profile

Feeder School	% Asian	% Black	% White	% Hispanic	% Low Income Children
68	1.4	22.8	70.0	5.8	42.1
211	3.4	32.2	55.1	9.3	57.4
232	.4	94.0	.5	5.1	75.3
252	0.0	93.6	0.0	6.4	85.6
285	.6	93.0	.6	5.6	72.3

Feeder School	Applicants	Total Offers	% Applicants Receiving Offers
		Admissions Results at Midwood	
68	79	21	26.6%
211	63	2	3.2%
232	134	5	3.7%
252	109	2	1.8%
285	295	14	4.7%
		Admissions Results at Murrow	
68	101	14	13.9%
211	68	8	11.8%
232	116	16	13.8%
252	104	16	15.3%
285	188	4	2.1%
		Admissions Results at Dewey	
68	39	3	7.7%
211	20	5	25.0%
232	66	17	25.8%
252	72	8	11.1%
285	111	16	9.0%

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Table 14

PROFILES OF DISTRICT 15 FEEDER SCHOOLS AND THEIR ADMISSIONS RESULTS AT MIDWOOD, MURROW AND DEWEY

School Profile

Feeder School	% Asian	% Black	% White	% Hispanic	% Low Income Children
051	3.7	20.9	11.3	63.9	62.45
088	2.5	15.0	30.1	52.3	57.76
136	2.1	1.7	5.6	90.6	83.94
142	3.2	32.7	21.9	42.0	54.88
293	.5	30.9	10.3	58.4	53.02

Feeder School	Applicants	Total Offers	% Applicants Receiving Offers
	Admissions Results at Midwood		
051	82	10	12.9%
088	235	27	11.5%
136	42	4	9.5%
142	150	22	14.7%
293	47	7	14.9%
	Admissions Results at Murrow		
051	127	14	11.0%
088	357	50	14.0%
136	195	18	9.2%
142	173	14	8.1%
293	95	4	4.2%
	Admissions Results at Dewey		
051	132	27	20.4%
088	316	70	22.1%
136	221	85	38.5%
142	162	43	26.5%
293	63	6	9.5%

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Table 15

PROFILES OF DISTRICT 28 FEEDER SCHOOLS AND THEIR ADMISSIONS RESULTS AT TOWNSEND HARRIS

School Profile

Feeder School	% Asian	% Black	% White	% Hispanic	% Low Income Children
008	.2	96.7	.2	3.0	67.87
072	.1	95.7	0.0	4.2	46.58
142	.2	92.9	9.6	6.5	49.81
157	13.2	20.5	51.5	14.0	23.15
190	16.3	16.6	54.8	12.3	16.98
217	12.0	24.0	24.0	44.7	41.96

Admissions Results at Townsend Harris

Feeder School	Applicants	Total Offers	% Applicants Receiving Offers
008	3	0	0.0%
072	2	0	0.0%
142	0	0	0.0%
157	5	1	20.0%
190	35	10	28.6%
217	19	6	31.6%

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CHAPTER FIVE

The Individual in the System: Front Door Rejections, Back Door Acceptances

Over the years, AFC has assisted many students with problems regarding high school admissions. Some cases involved mainstreamed special education students receiving resource room who were not permitted to take a test at a vocational-technical high school or were not given appropriate test modifications. Others involved students who had been accepted into a program as a special education student and had later been recommended for mainstreaming or complete decertification by the Committee on the Handicapped. These students came to us when they were told they would not be allowed to continue in the nonzoned school as general education students and would have to attend their zone high school. We have generally obtained satisfactory resolutions in these cases but the fact that these situations recur indicates that systemic solutions are needed.

Other cases have involved ninth grade junior high applicants whose applications were not considered because the program of their choice had no seats for incoming tenth graders. In the fall 1985 the Board issued a memo requiring all high schools to offer seats for tenth graders in all programs which should help resolve this problem. But in a system as large and complex as the high school admissions system, new problems constantly surface, adversely affecting individuals or groups of students. A clear, well-publicized procedure in writing for redressing individual problems is therefore, required.

For instance, we have handled a number of cases where the student's application was somehow lost and never reached any high schools depriving the student of a chance to be considered. In other cases the student was not considered for a program because the program code had not been entered correctly on the application and no one had caught the error. In these cases the students' middle school guidance counselors always said there was nothing they could do. Sometimes the parents had been seeking help for several months before they came to AFC. In such cases, officials at the Office of High School Admissions told us that if the guidance counselors had apprised them of the problem as soon as it was discovered, there was a process to obtain consideration of students' applications when first round results arrived at the schools of their choice. A system to redress problems that guidance counselors either don't know about or are unwilling to tell parents about is of little use to students. Moreover, the manual on the admissions system that is distributed to guidance counselors does not make any mention of this process.

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One High School Borough Superintendent told us that he has instituted a procedure for reviewing cases brought to his attention by Community District Superintendents. In the spring of 1985, he overruled rejections in about 70 cases, allowing those students to attend the school of their choice. This procedure, is a step in the right direction but does not benefit students for whom the school and the district are not willing to go to bat.

A similar lack of effective redress existed in the case of the system's Promotional Gates policy, which required schools to holdover students scoring below cut-off points on standardized tests. Responding to criticism from AFC and other groups, the Board developed a written appeals procedure, publicized the procedure and required that schools inform every parent of a child slated for Promotional Gates retention as to how to appeal.

A similar clarification and publication of the system for redressing individual high school admissions problems is clearly called for. Such a clarification will not reform the entire admissions process but it would help the process operate more fairly.

The case of a student we will call Paul G. poignantly illustrates how the admissions system can fail an at-risk youth. Paul was a black eighth grader, from a public housing project. He had above average math and reading test scores but poor grades and attendance in the seventh grade. His school record had improved in the eighth grade, but since seventh grade records are used on the application form, this improvement was not reflected in his application. It was important to him to attend a school other than his zoned school where his older brothers had gotten into some trouble that his family feared would come back to haunt the younger sibling. On the first round he was rejected outright at all his choices but one, an unscreened school to which he was wait-listed. On the third and final round of admissions he was accepted at that school and promptly turned in his acceptance form to his middle school guidance counselor. The guidance counselor accepted the form from him but threatened that Paul would have to go to his zoned high school if he failed any major subjects. (AFC was not able to find any written policy allowing an acceptance to a particular school to be rescinded where the student was still eligible to enter high school.)

In the fall when Paul arrived at the unzoned high school he was told that he was not on their list of students and was sent back to his middle school to find out where he was assigned to high school. His former guidance counselor refused to help saying, "You don't go here anymore so I don't have anything to do with you." His family contacted AFC." A computer check by the High School Division confirmed that Paul had been accepted to the unzoned school but indicated that his response accepting the school had not been received. His family suspected that the

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guidance counselor never sent the form in, since he had been so unhelpful and discouraging. The Division official said that Paul could only be admitted to the school if the school had room. However, with AFC's intervention, a school system official ordered the principal of the unzoned school to accept Paul. Paul reported to the school every day for two weeks but the school refused to program him and admit him to class, claiming they could not locate his prior school records. He sat all day in an office, and school officials on several occasions asked him, "Do you really want to go to this school?" Eventually, with further outside intervention, he was properly programmed and assisted in making up missed work. But he himself said that he had come close to dropping out of school altogether.

In sharp contrast to Paul's experience, some students get into schools through the "back door." One student who contacted AFC because she had been rejected at her top choice called back to say that she and her mother had gone to the high school and talked the assistant principal into accepting her. When we contacted one middle school guidance counselor on behalf of a client whose application had not been considered because of errors in transcription of the school code, he said he had gotten some students into high schools by calling those schools' officials directly but had not been able to help our client.

An admissions official at an educational option high school in Manhattan told us quite candidly that he gets instructions to admit students all the time, bumping students whom the school has ranked as qualified off the acceptance lists. A High School Division official told AFC that this problem is even worse at one of the Brooklyn educational option schools. An even higher ranking school system official told AFC that school system officials are commonly told to admit students outside the regular process, not because some remedy an inequity done to the child, but because the child's family knows a politician, or other public leader.

The system could protect itself from such manipulation by instituting a truly blind admissions system. Where students who meet admissions criteria are identified by computer and then selected randomly for seats. An official, well publicized written grievance procedure that sets out the acceptable grounds for seeking redress as well as the appropriate office to contact would not only benefit individual students who get "lost in the labyrinth" but would also help repair the image of favoritism and bias that mars the present system.

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Conclusion

The present admissions system permits invalid admissions criteria, inequitable representation of minorities, and back door favoritism. It must be reformed to prevent the types of discriminatory impact this report has documented. However, inequitable policies and results are the symptom of a larger problem. The present high school system does not have enough seats in effective, desirable high schools to accommodate every public school student. First in line to get the seats that do exist are the students who are freest to leave the system and go to private and parochial schools -- middle class students in general and especially non-Hispanic white students.

The system has made a enormous number of accommodations to keep these students in the school system. Examples are the priority given to certain areas of Districts 21 and 22 at Murrow and Dewey, the redesign of Charles Evan Hughes into the High School of the Humanities with a commitment to accommodate District 2 students before other students are admitted. The most troubling example, perhaps, is the creation of an over-sized minority high school zone in Queens to prevent "white flight" at other schools with white majorities.

Some accommodations are no doubt necessary and proper. A school system needs a middle class population. To have a truly integrated school system there must be a substantial percentage of whites along with blacks, Hispanics and Asians in the public schools.

But as this report illustrates, the school system is attempting to accomplish important ends through inequitable means. Minority students, students from the poorest neighborhoods, special education students, limited English proficient students and students who could benefit from programs traditionally the province of the opposite sex are all suffering. A private school might be free to neglect such student populations but a public school system must educate every student who walks through its doors. It must give every student equitable access to quality programs.

Making the high school admissions system fairer will not solve the present inability of the school system to offer every student an excellent education. However, if the selective unzoned schools took an equitable number of economically deprived students, LEP and special education students, low achieving students and students with poor attendance patterns, the zoned schools would be freed up to serve a more manageable number of at-risk students more effectively. At-risk students would also have the benefit of the career and vocational programs offered at the

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unzoned schools. In some cases, making admissions more equitable will require selective schools to apply the inititative and professionalism that has marked the development of programs for high achieving students to the task of creating programs for at-risk students.

Moreover, if more of the students presently favored by the admissions system attended school in their neighborhood, their families would exert the additional pressure on the system to improve the zoned schools. More achieving students in the zoned high schools would provide the "critical mass" necessary to have an effective school.

The "Model Admissions System" described below summarizes the steps necessary to accomplish these ends.

A Model for a More Equitable Admissions Process

In creating an equitable admissions process several competing concerns must be balanced. Programs with a proven track record for successfully preparing students for specific vocations and licenses may have valid reasons for imposing minimum qualifications for entering students. But such standards should not act as barriers to students who do not have perfect middle school records but do have an interest and aptitude in a particular career area. Such students are more likely to stay in school and earn diplomas if they are in a program that could lead to a decent job.

The diligence of middle school students with high grades and good attendance records should be rewarded. But if such students are given absolute preference for seats in nonzoned schools, then the zoned schools may not have their fair share of achieving students, undermining efforts to create effective, desirable neighborhood schools. Moreover, those achieving students who are assigned to their zone school are deprived of the advance courses they need, because there are not enough such students to permit formation of appropriate classes.

It is reasonable for the community school district in which a successful nonzoned school is located to expect a preference in that school's admissions process, particularly when there is no neighborhood zoned high school within the boundries of the district. It is also reasonable for schools to seek a racially integrated student body. However, when the chances of students from poor, minority schools and districts to be accepted are demonstrably and dramatically lower than those of students from integrated or predominantly white schools and districts, the fairness of the entire admissions process is thrown into question.

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The model admissions process described below takes into account these competing concerns. It also is designed to open up the factors that influence an individual applicant's chances to public scrutiny. A detailed and systemic scrutiny of recent admissions results is necessary to determine what types of admissions criteria are least likely to unfairly screen out certain types of students.

One of the goals of this model is to achieve a more equitable mix of students, giving students from low-income and racially segregated minority areas an equitable chance to obtain a seat, giving special education, and limited English proficient students a fair share of seats, and increasing the numbers of each gender in programs traditionally the province of the opposite sex. But the question of how many seats each feeder school or district should get in a given high school program is quite complicated, involving first of all a decision on whether a school should be open to students from one borough, from the entire city, or from some other geographical area. Then, the relative number of interested applicants from schools, and districts must be considered as well as the overall size of the population of schools and districts. Ultimately, the policy of requiring schools to maintain a 50% white population when the pool of potential applicants citywide is only about 24% must be tackled head on and other strategies for maintaining integrated, racially balanced schools must be pursued.

A Model Admissions Process

1. Guidelines for appropriate criteria for admissions should be created by an advisory committee to The Chancellor. Criteria may vary depending on the subject matter of the program. In many cases, random selection will be appropriate. Imposition of standards regarding grades, test scores, etc. must be rigorously scrutinized and only permitted where such qualifications are clearly a prerequisite for successful participation.

2. Following these guidelines, each school in consultation with the high school superintendent will determine which criteria it will use.

3. The High School Division will review each school's criteria to ensure that they comply with the Chancellor's guidelines.

4. The criteria will then be indicated in each school's entry in the high school directory, under a heading such as "Qualifications for Admission" or "Admissions Criteria."

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5. The catchment area for each school (e.g. citywide, boroughwide, preference to certain community school districts) will be approved by the Chancellor. Policies for allocation of seats in terms of geographic distribution, gender, bilingual and special education status and racial/ethnic balance will also be approved by the Chancellor and will be available in writing to the public.

6. All selection will be done centrally by computer except for programs where the guidelines permit auditions, review of portfolio, interviews, or writing samples. Selection will be two-fold. First, all applicants with the necessary qualifications will be identified. Then the computer will pick among qualified applicants to achieve the agreed upon mix of students, giving preference to applicants who ranked the school as a top choice.

7. Any pre-selection of students for auditions, review of portfolio, etc. will be done by computer applying standards consistent with the Chancellor's regulation. The school will then conduct its screening process. Finally, the computer will create the agreed upon mix of students from those the school has found qualified.

8. Where a written test is administered, every applicant must be given an opportunity to take the test and appropriate test modifications must be available for special education and limited English proficient students. Test scores may either be the sole factor considered in admission or one of several programmed into the computer. In either case, however, the agreed upon mix of students must be accepted. Tests must be validated for the skills they purport to test. Individual schools should not be permitted to create their own test and the same test should be used for all programs in the same subject area.

9. The letter informing students of their admissions result will also inform them of the appeal procedure and the grounds for an appeal that would be considered - e.g. human or computer error resulting in students not even being considered for admission at one of their top choices.

10. Orientation for applicants and their parents will begin the year before they must file applications. The High School Division, the high school superintendents and principals, and the community school districts and feeder schools will cooperate in making available to every student, parent, teacher and guidance counselor the following information in a timely fashion:

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a. The timetable for both high school admissions and optional assignment applications including deadlines.

b. The time and location of training workshops and high school open houses.

c. The programs available to limited English proficient or special education students.

d. The admissions criteria and odds of acceptance for all programs.

e. The opportunities for students in vocational areas traditionally the province of the opposite sex.

f. Detailed information on the nature of coursework in each vocational area and the employment opportunities available in that area.

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APPENDIX

A SURVEY OF ADMISSIONS CRITERIA IN 50 SELECTIVE HIGH SCHOOL PROGRAMS

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Admissions Results for Limited English Proficient Students at the 50 Surveyed Schools A104

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Methodology

When AFC began the project of surveying schools last fall an intern from Queens college began calling the phone numbers for admissions listed for each school in the High School Directory and asked to speak to the person in charge of admissions just as a parent or student seeking information might do. The person on the other end of the line was often either unwilling or unable to direct her. In a few cases, the staff at academic-comprehensive schools running educational option programs were quite rude to her.

We, therefore, asked High School Pupil Personnel Services to provide us with a list of school staff responsible for admissions. A High School Division memorandum in the fall of 1984 has instructed schools to send the Division the name of their admissions liaison, so we had reason to believe such a list was available. However, after repeated requests for this information, we were told there was no such list and that generally the head of admissions was the assistant principal for guidance.

Based on this information, when we called a school, we asked to speak to the assistant principal for guidance. The school telephone operator would then connect us to the school guidance office where we again asked to speak to the assistant principal for guidance and we explained that we were seeking information on admissions criteria. In some cases we were referred to a guidance counselor or to the assistant principal in charge of a particular program but in most cases, we were eventually put through to the assistant principal for guidance.

Interviews were conducted by AFC attorneys and legal interns. Once a school staff member willing and able to answer our questions was identified, we explained that the purpose of our study was to inform the public of the specific admission criteria and procedures used by selective high schools and programs.

The interview questions were simple. We asked each interviewee to identify the factors considered in reviewing individual student's applications and the relative weight given to each factor. If tests, interviews, auditions, etc. were administered, we asked for a description of their content, the weight given to them, and the basis for any pre-screening of applicants to be interviewed. We asked whether the school had any goals for ethnic or geographic distribution and we asked about the availability of programs for special education and limited English proficient students. Finally, we asked the interviewees to identify any changes they would like to see in admission procedures citywide. Not every interviewee was willing or able to answer every question.

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The six educational option schools were interviewed in the fall. Without exception, staff with responsibility for admissions at these schools were readily identified, accustomed to answering questions, and cordial and cooperative. In the spring semester we interviewed a selection of vocational-technical schools and academic-comprehensive schools with screened or educational option programs. We also interviewed the three campus schools - Midwood, A. Philip Randolph and Townsend Harris. In most cases, school personnel were pleasant and cooperative. In some cases, they were at least initially suspicious or defensive and/or refused to answer some of the questions, particularly about their testing practices. Approximately six schools initially refused to answer any questions. We referred those schools to the executive director of the Division of High Schools. A member of her staff contacted them. When we subsequently called the previously uncooperative schools back, they agreed to answer at least some of our questions.

We decided to use a telephone interview format rather than a written survey for several reasons. For one, we believed we would get more complete and detailed information in a telephone conversation because it allowed us to ask follow-up questions and allowed the interviewees opportunities to offer information we had not thought to ask for. Second, this type of communication, most closely paralleled the way a parent, student or guidance counselor might find out about admissions criteria at an open house or high school fair. Finally, through telephone inquiries we would immediately know which schools were willing to discuss their admissions criteria and which were not.

The major drawback of the interview method is the possibility of a discrepancy between what is said and what is heard. We were as precise and careful as possible in framing questions and taking notes during the interview and we faithfully transcribed the notes into the report format. Nevertheless, it is possible that we could have misheard or misunderstood an interviewee.

A second problem confronting us, regardless of what method we used to get information about high school criteria, is that different people within the same school may have different perceptions of what criteria or procedures are employed. Typically a number of staff persons within a school are involved in some way in the selection of students. Each may have a different opinion of what the school is looking for in applicants and the relative importance of factors such as grades, test scores, interviews, attendance, etc. The lack of written criteria and procedures exacerbates the potential for confusion and inconsistency within a school. Thus, although some interviewees were, no doubt able to accurately report both the school's

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policies and the implementation of those policies, other interviewees answers may say more about how they personally review applications than about the official policy of the school or how that policy is applied by others involved in the admissions process. It is also possible for policies or procedures to have changed since the interview took place.

In the interest of fairness and accuracy, we mailed a copy of each interview report to the Assistant Principal of Guidance at the interviewed school along with an explanatory memo inviting schools to send in written comments and any materials prepared for public distribution. The AFC memo is reproduced below. In cases where we had unanswered questions or doubts about the accuracy of our notes, we enclosed a second memo asking for response to specific questions or concerns.

Every response we received is reproduced following the interview report for that school. The interview reports are reproduced in the same form that they were sent to the school. We have not revised the reports even when the schools asked for changes except to correct typographical errors or errors in the transcription of our notes (which we double-checked when schools wrote back with changes.) Instead, whenever schools wrote in with corrections or comments we flagged the appropriate lines of our interview report with the symbol # in the left margin. Where readers see that symbol they should be sure to read the accompanying comments submitted by the school.

These discrepancies highlight the need to disseminate clear written descriptions of admissions criteria and procedures for each selective program. This is a job for the school system, not an outside agency and the interview reports provided in this study should not be seen as the definitive statement of any individual school's criteria or practices.

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A4

ADVOCATES FOR CHILDREN

of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

(718) 729-8866

Jane R. Stern
Executive Director

DATE: August 27, 1985

TO: Assistant Principals of Guidance

FROM: Janet Price, Advocates for Children

RE: Forthcoming AFC Report on High School Admissions.

Last spring, AFC interviewed you and/or other staff at your school concerned with high school admissions. The interview was part of our study on admissions criteria in unzoned schools and programs. We will be reporting on the interviews we did in a study to be released at the end of September.

Enclosed is a summary of our interview for your school as it will appear in our report. At the end of the summary are admission statistics gleaned from the New York City High School Admissions Priority Choice Analysis Report.

We would be pleased to include in our report any written comments you wish to submit further describing or explaining your school or program's criteria and procedures for selecting students. We would also like to reproduce any written materials describing the program or school which you have prepared for public distribution.

We must receive any materials you would like appended to your school's interview summary by September 15, 1985. We can reproduce up to five 8½"x 11" pages of additional material and comments.

A stamped, self-addressed envelope is enclosed for your convenience as is a second copy of the summary.

Thank you for your cooperation.

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Explanation of Terms and Data Used in Survey

Programs within a school can be unscreened, screened or educational option. If they are unscreened, students are chosen at random by the computer but the computer may be programmed to have a bias in favor of a certain school district, limited English proficient (LEP) students or girls. If the High School Directory or the interviewee at the school indicated that any such group was given special consideration, we include this information.

If the program is screened or educational option, the school sets its own admission criteria and we have indicated as much information as we were able to get from the school. If subjects taken, grades, standardized test scores, absences or latenesses are indicated as considerations, the reader can assume that high schools are getting this informtion from the high school applications.

The column labeled "applicants" gives the total number of students applying for a seat in the indicated grade and program. It includes every student from a private, parochial or public school who indicated that grade and program as a choice on his/her application.

The column labeled "total offers" indicates the number of applicants who received an offer of a seat in the program in any of the three rounds. The number is much higher than the number of available seats because schools do not expect that every student they make an offer to will accept them. Generally, the vast majority of offers were made in the first round. The number of students on waiting lists, who receive offers in the second or third round depends on how many students turn down offers received in the first round. We have flagged some instances where no offers were made after the first round with a footnote.

Where the term "educational option" is used, the program is required to wind up with a class in which 25% of the students read below grade level, 50% read at grade level and 25% read above grade level, regardless of the program's other admissions criteria.

All information contained in the interviews was obtained from the school unless otherwise indicated except the admission statistics printed at the bottom of each interview. They were derived from a computer printout generated by the High School Division, dated 5/15/85 and entitled Priority Choice Analysis Report. Grade 9 means the student was applying for a ninth grade seat. Grade 10 means the student was applying for a seat in the tenth grade. Not every program is available in both grades. If the program was not offered as a choice in the application to

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students in one of the grades, no figures are available on the number of students who nonetheless applied from that grade and it can be assumed that no seats were filled in that grade. However, in some instances, students were offered a chance to apply to a program but for some reason no seats were filled in that program for one or both grades. In such cases, the computer did generate statistics on the number of applicants and we have included them.

The column labeled "available seats" signifies the number of seats the school "declared" as being available in the fall of 1984 for each grade in each program. Generally, by the end of the school year schools wind up filling about the number of seats they have declared. We have flagged with a footnote some instances where this was not the case. In some cases, notably in special education programs, some offers were made after the third round in which case the number of actual offers will be larger than the figures indicated. Where a school wrote in with corrections or comments we have flagged the relevant sections of our interview report with the symbol # in the left margin. The school's comments immediately follow the report.

Admissions data on limited English proficient students was made available to AFC only after the school interview reports were completed. We have, therefore, included a table at the end of the appendix which gives the admissions results for LEP applicants at all 50 schools surveyed.

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VOCATIONAL-TECHNICAL SCHOOLS

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Alfred E. Smith High School
Bronx, N.Y.

Vocational high school with no zoning restrictions.

UNSCREENED PROGRAMS

Plumbing and Carpentry

SCREENED PROGRAMS

Technical Drafting/Pre-Engineering
Technical Building Construction
Auto Trades

Admission criteria and procedures

All applications are screened with the exception of Carpentry. Applications for the Carpentry program are not reviewed by the school. Reading and math scores are considered along with academic achievement. A student's reading and math scores are expected to be on grade level to enter Drafting and Pre-Engineering since it is a more difficult program. Auto and Building programs will accept students reading a year below grade level. However, students reading at a lower level will be accepted if other criteria offset low reading score. The 25-50-25 system is not utilized at this school.

No tests or interviews are required.

Other comments

Counseling for students is inadequate. Therefore, a student's choice is not a major consideration in reviewing applications. If a student ranks Smith 15 that student will be evaluated equally with a student listing Smith as number one.

LIMITED ENGLISH PROFICIENCY

LEP was implemented this academic year. Seat count not available.

SPECIAL EDUCATION

Special education students are fully mainstreamed.

Program	Grade	Available Seats	Applicants	Total Offers
Technical Drafting/ Pre-Engineering	10	150	149	87
Carpentry	9	54	363	302
	10	28	156	122

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Alfred E. Smith H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Electronic Installation and Practice	9	120	202	123
	10	0	124	0
Plumbing	9	54	125	125
	10	28	43	43
Auto Trades	9	168	647	352
	10	84	283	177
Technical Building Construction	9	84	374	260
	10	54	147	78
Special Education	9	18	346	26
	10	0	107	0

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Automotive High School
Brooklyn, N.Y.

Vocational-technical high school with screened programs only open to all
New York City residents.

SCREENED PROGRAM

Exploratory (9th Grade)
Automobile (10th Grade) (all branches of mechanics, collision work, etc.)

Admission criteria and procedures

All applicants tested, using space relations test developed by IBM. Stopped using verbal test because it excluded LEP students. Applicants are also interviewed by members of the faculty. Interviewees are not ranked. They are either accepted or rejected. Not much weight given to grades, absences, or
latenesses. Student's residence is considered. If student lives in the Bronx or Staten Island, s/he will not be accepted because s/he is not likely to come to school.

LIMITED ENGLISH PROFICIENCY

Program for Spanish-speaking students began in Fall 1985. All courses of study are available.

SPECIAL EDUCATION

Program available.

Program	Grade	Available Seats	Applicants	Total Offers
Exploratory	9	400	1,796	901
Automobile	10	175	720	292
Special Education	9 10	12 0	341 147	31 0*

*Although no seats were declared or offered, 91 students were waitlisted.

SEE INFORMATIONAL BROCHURE FROM SCHOOL ATTACHED.

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Note: Corrected version received from Automotive.

Automotive High School
Brooklyn, N.Y.

Vocational-technical high school with screened programs only open to all New York City residents, male and female.

SCREENED PROGRAM

Exploratory (9th Grade)
~~Automobile~~ (10th Grade) ~~(all branches of mechanics, collision work, etc.)~~
Automotive (Auto Mechanics, Auto Body and Painting, and Auto Technical Subjects)

Admission criteria and procedures

All applicants tested, using space relations test developed by IBM. Stopped using verbal test because it excluded LEP students. Applicants are also interviewed by members of the faculty. Interviewees are not ranked. They are either accepted or rejected. ~~Not much weight~~ Consideration is given to grades, absences, ~~or~~ and latenesses, but not to the point of being the major selection criteria. ~~Student's residence is considered. If student lives in the Bronx or Staten Island, s/he will not be accepted because s/he is not likely to come to school~~. Students residing in the outer boroughs or far end of Brooklyn are encouraged to check transportation difficulties and problems before selecting the school. The exam-orientation day should be used by potential students to determine if there will be transportation difficulties.

LIMITED ENGLISH PROFICIENCY

Program for Spanish-speaking students began in Fall 1985. All courses of study are available.

SPECIAL EDUCATION

Program available in mainstreamed or self contained classrooms and shops. Special program available for language disabled/hearing impaired students.

REGENTS/HONORS PROGRAM

An automotive technical program (Regents) is offered to all qualified incoming 9th and 10th grade students.

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Take a look at the facts!

■ Automotive High School accepts male and female students from all areas of the city, and offers a full automotive vocational and academic program.

■ We are the largest school strictly devoted to the automotive trades in the eastern part of the United States. Other schools may have a few automotive shops, but there is no other school in the country which offers as varied a program.

■ A recent Wall Street Journal article noted that the automotive industry in the New York area had 12,000 positions which could not be filled because of a lack of skilled mechanics.

■ Through a Co-operative Education Program seniors and specially selected juniors, at their request, are placed in jobs in the automotive industry on an alternate week basis.

■ We have a job placement counselor whose sole responsibility is the placement of students in full-time or part-time jobs.

■ All shops are equipped with the latest tools and diagnostic equipment. However, seniors are required to purchase tools so that they will be prepared when they enter the automotive field.

■ We are located in Greenpoint, Brooklyn, near the GG (IND) and LL (BMT) trains. In addition, the B-48, B-61, and B-62 buses stop a half block from the school.

We offer the following educational programs to both male and female students:

- **NY State Regents Endorsed Diploma**
- **NY State Driver Education Program**
- **NY State Auto Inspectors Certification Qualifications**
- **NY City Co-operative Education Program**

Dedicated to Vocational and Academic Excellence

Automotive High School
50 Bedford Avenue
Brooklyn, New York 11222
(718) 388-6316

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AUTOMOTIVE HIGH SCHOOL

The Right Combination

Dedicated to Vocational and Academic Excellence

■ Students can major in either Automechanics or Body and Fender work. This choice is made with the guidance of the grade advising staff at the end of the tenth grade.

◢ We offer over 25 fully equipped shops. Each shop specializes in a different area of the automotive field.

Automechanic Shops

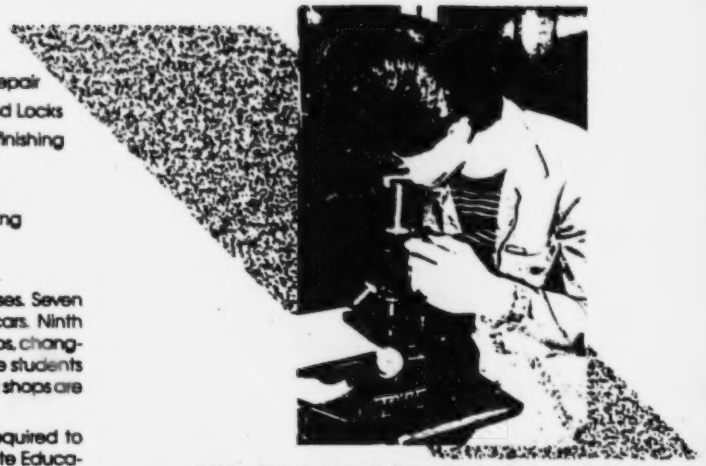
- Auto Service and Maintenance
- Machine Shop Practices
- Diesel Mechanics
- Auto Suspension, Steering, and Wheel Alignment
- Brakes
- Auto Wiring and Lighting
- Engines
- Cylinder Head Service
- Charging Systems
- Cranking Systems
- Fuel Systems
- Emission Controls
- Ignition Service
- Tune-up
- Auto Air Conditioning
- Automatic Transmission
- Engine Overhaul

Auto Body Shops

- Auto Body Assembly
- Auto Body Repair
- Auto Body Paint
- Auto Body Machine Shop
- Auto Body Lighting and Wiring
- Auto Body Welding
- Auto Frame Repair
- Auto Glass and Locks
- Auto Body Refinishing
- Planning and Estimating
- Custom Painting
- Auto Trim

◢ Half of a student's day is spent in shop classes. Seven service shops allow students to work on live cars. Ninth grade students take Auto Trade Exploratory Shops, changing shops each term. Tenth and eleventh grade students change shops four times during the school year; shops are set up on a unit basis.

■ In addition to shop classes, students are required to take academic subjects to meet New York State Education Department diploma requirements. Furthermore, a Regents diploma can be earned, and honors classes in all academic subjects are offered in all grades. Approximately 40% of our graduates go on to attend college.



◢ We offer all students the opportunity to participate in the following sports and clubs:

Varsity Sports

Basketball, Baseball, Track (Indoor and Outdoor), Cross Country, Soccer, Bowling, Handball, Tennis, Golf, and Fencing.

Clubs and Intramural Sports

Vocational/Industrial Clubs of America, Band, Leadership, National Honor Society (ARISTA), School Newspaper, School Yearbook, Amateur Radio, Kiwanis Key Club, Gymnastics, Body Building, Break Dancing, Paddleball, Judo, Karate, and Volleyball.

The opportunities available to students at Automotive High School have never been greater, and the challenge more rewarding. Anyone, regardless of sex, race, creed, or national origin is welcome to apply for admission to Automotive High School. Admission is granted based in part on a mandatory entrance examination which is composed of a mechanical aptitude test. ■

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Aviation High School
Queens, N.Y.

Vocational high school with screened program open to all New York City residents.

SCREENED PROGRAM

Aviation Maintenance Technology (leading to Federal Aviation Administration License in Airframe and Power Plant)

Admission criteria and procedures

Applicants given examination testing English, mathematics and mechanical skills. Applicants are also interviewed. Entire faculty participates in interviewing process. Grades, interest in school, previous experience in shop courses, attendance and latenesses are other factors considered. The standardized test scores on the application are not given much weight. However, if reading and math scores are seriously below grade level, students will not be placed in FAA shops.

Other comments

Have had difficulty in recruiting girls and therefore give girls special preference in admissions.

LIMITED ENGLISH PROFICIENCY

No program available.

SPECIAL EDUCATION

Must take exam to be considered for mainstream shops or programs. Exam not required for self-contained shops.

Program	Grade	Available Seats	Applicants	Total Offers
Aviation Maintenance Technology	9	430	2,866	859
	10	200	1,408	355
Special Education	9	16	140	35
	10	10	94	22

SEE ATTACHED BROCHURE DISTRIBUTED BY SCHOOL.

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A13

BOARD OF EDUCATION
THE CITY OF NEW YORK

AVIATION HIGH SCHOOL

ROBERT C. GRANT JR., PRINCIPAL
QUEENS BOULEVARD AND 36TH STREET
LONG ISLAND CITY, N. Y. 11101
PHONE: 361-2032

SEP 3 0 1985

APPROVED—N. Y. STATE
REGENTS SUBJECTS AND EXAMINATIONS
CERTIFICATE # 5159

APPROVED AVIATION MAINTENANCE
TECHNICAL SCHOOL (A/P)
FEDERAL AVIATION ADMINISTRATION #3323

September 24, 1985

Dear Ms Price:

Thank you for your summary. I would like to make the following correction. Our exam includes Science and Shop related questions, Visualization in Dimensions and Spatial Relationships and, in lieu of Mathematics, a series of "Counting in dimensions". There is no English or Math portion per se!

Thank you!

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AVIATION HIGH SCHOOL
Robert C. Grant, Jr., Principal

TECHNICAL PROGRAM

The Federal Aviation Administration (F.A.A.) Maintenance Certified Program has three basic areas of study. They are as follows:

1. Airframe--study of the structure of the aircraft itself and all its systems.
2. Powerplant--study of the engine and all its systems.
3. General--courses dealing with related technical information.

All girls and boys in Aviation High School are prepared for a job in the aerospace industry. At the same time they take academic subjects to meet all college entrance requirements. All students are in the F.A.A. Program through their third year. The courses of study are:

First year: Introduction to Airframe and Powerplant Technology
(10 periods per week)

Second year: Airframe and Powerplant Technology
Basic Maintenance
Basic Powerplant
(15 periods per week)

Third and Fourth year F.A.A.:

a. Advanced Maintenance--leads to an F.A.A. Airframe Maintenance Technician's Certificate (20 periods per week)
b. Advanced Powerplant--leads to an F.A.A. Powerplant Maintenance Technician's Certificate (20 periods per week)

Other fourth year options include:

a. Non-F.A.A. Aviation Machine Technology-
(depending on student interest.)
b. Avionics--leads to an F.C.C. Class 2 Communications Certificate.
c. A pre-engineering program, in lieu of shop, consisting of Advanced Mathematics and Computer Science, Mechanical Drafting, Advanced Physics, Electronics, and Strength of Materials.

Those students who graduate with an A and P rating may apply for advanced credits to various colleges and universities offering degree programs in aviation maintenance engineering, computer technology, aerospace occupations, and aviation business and management. Up to 55 credits may be granted; the actual number will vary from college to college.

AVIATION HIGH SCHOOL
36th Street & Queens Boulevard
Long Island City, NY 11101

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ACADEMIC PROGRAM

Aviation High School is certified by the New York State Education Department and is approved to give New York State Regents subjects and examinations qualifying students for college entrance. Students have a full academic program consisting of:

English--8 semesters of Regents courses required. Special electives include:

- Drama
- Speech and debate
- Journalism
- Creative writing
- Honors English
- Advanced Placement-English

Mathematics--up to 8 semesters

A. College preparatory courses:
Regents 9th Year Math--Elementary Algebra (required for all freshmen)
Regents 10th Year Math--Geometry
Regents 11th Year Math
Intermediate Algebra and Trigonometry
12th Year Math: Advanced Algebra, BASIC computer language, Calculus
Advanced Placement Mathematics--Calculus

B. Technical courses:
Those students who do not stay in the Regents Math sequence will take three years of General Math and Technical Math

Social Studies--8 semesters of Regents courses required
Regular and Honor courses are offered in:
- Global Studies
- American Studies
- Economics

Electives--Two from:
Law, Problems in Government, Labor History, Applied Economics, Psychology, Holocaust, Advanced Placement--American History

Science--up to 8 semesters

A. College preparatory courses:
9th Yr. Regents Biology or General Science
10th Yr. Regents Chemistry
11th Yr. Regents Physics
12th Yr. Pre-Engineering

B. Technical courses:
Those students who do not stay in the Regents Science sequence will take a year of General Science, a year of Basic Aerospace Science, and two years of related technical science subjects.

Additional Academic Courses--Foreign Language, Art, Trade Drawing, Music, Band, and four years of Physical Education including Hygiene.

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Chelsea Vocational High School
Manhattan

Vocational technical high school open to all residents of New York City. The school offers screened programs in electrical installation and consumer electronics and computer servicing.

SCREENED PROGRAMS

Electrical Installation
Consumer Electronics and Computer Servicing

Admission criteria and procedures

Students are invited to an interview, although it is not required. The administrative staff conducts the interviews. They inform students of the programs, particularly the distinctions between electronics and electrical programs. The interview is not ranked.

Absences and latenesses are important, but not critical.

There is no exam for the screened programs.

LIMITED ENGLISH PROFICIENCY

English as a second language offered by the school. However, there are no provisions for testing LEP students in screened programs where they are required to understand the technical terms used in the courses.

SPECIAL EDUCATION

Mainstreaming done by special education personnel.

Program	Grade	Available Seats	Applicants	Total Offers
Electrical Installation	10	56	275	138
Consumer Electronics and Computer Servicing	10	84	637	289
Cabinet-Making/Carpentry	10	50	193	78
Exploratory	9	203	1,258	535
Special Education	9 10	15 0	108 121	19 0

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George Westinghouse Vocational-Technical High School
Brooklyn, N.Y.

Vocational-technical high school with screened and unscreened programs.

SCREENED PROGRAMS

Office Machine Technology
Computer Programming
Dental Lab Process Technology
Electrical Installation & Practice
Optical Mechanics Technology

Admission criteria and procedures

School looks at grades, absences, latenesses. Either a test or an interview is administered. Principal makes determination on whether to conduct interviews each school year depending on availability of staff and number of applicants. In 1984-85, no interviews were conducted. Written test covering writing ability, manual dexterity, math, reading comprehension skills was
administered. Interviewee said he was not allowed to disclose the name or type of test administered but that it was a multiple choice test used "for qualitative purposes" only.

UNSCREENED PROGRAMS

Cabinet Making
Clock and Watch Repair
Electro-Mechanical Drafting
Electronic Servicing
Exploratory
Jewelry Making
Technical Electronics/Computer Servicing

Admission criteria and procedures

Random selection by computer.

LIMITED ENGLISH PROFICIENCY

LEP students applying for ninth grade who have some command of English and are very interested in program may be considered.

SPECIAL EDUCATION

Self-contained programs in Exploratory and Cabinet Making.

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George Westinghouse Vocational-Technical H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Office Machine Technology	10	10	45	23*
Computer Programming	10	25	1,216	181
Dental Lab Process Technology	10	20	96	43
Electrical Installation and Practice	10	60	188	86
Optical Mechanics Technology	10	0	143	0
Cabinet Making	10	20	117	36
Clock and Watch Repair	10	10	63	41
Electro-Mechanical Drafting	10	10	59	43
Technical Electronics/ Computer Servicing	9 10	224 60	1,895 508	447 160
Exploratory	9	0	2,594	0
Jewelry Making	10	20	281	46
Electronic Servicing	10	0	143	0**
Special Education	9 10	20 6	444 220	45 21

*No offers made after first round.
**Although no seats were declared or offered in this program, 85 students were waitlisted.

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

George Westinghouse
VOCATIONAL AND TECHNICAL High School

105 JOHNSON STREET, BROOKLYN, NEW YORK 11201

RECEIVED
SEP 24 1985

September 20, 1985

Ms. Janet Price
Advocates for Children
of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

Dear Ms. Price:

In regard to the attached information sheet on our school, I would like to point out the following corrections:

You have listed Technical Electronics/Computer Servicing as an unscreened program. The course is a screened program. The name of the test given to students is the Differential Aptitude Test. Depending upon what trade the student has applied for the student can take a Numerical Ability, Abstract Reasoning or Mechanical Abilities exam. These are a vital part of the admissions process.

As I am the Assistant Principal Guidance in charge of admissions perhaps it would have been beneficial if I were interviewed instead of some unknown member of our staff.

If I can be of any further assistance please contace this office.

Sincerely,

Sheldon Wald

Sheldon Wald
Assistant Principal
Guidance

SW:md

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Grace H. Dodge Vocational High School
Bronx, N.Y.

Vocational high school. Unscreened programs open to all New York City
residents. Screened program open only to students residing north of Tremont Avenue.

SCREENED PROGRAM

Cosmetology

Admission criteria and procedures

Interview is required. All applicants are offered interview. Grades and attendance are also considered.

UNSCREENED PROGRAM

Exploratory (9th grade only)
Accounting (10th grade only)
Health Careers (10th grade only)
Marketing (10th grade only)
Photography (10th grade only)
Paralegal Studies (10th grade only)
Secretarial (10th grade only)

Admission criteria and procedures

Random sample selection by computer.

LIMITED ENGLISH PROFICIENCY

None available

SPECIAL EDUCATION

Component exists. Students take a "reduced course load."

Program	Grade	Available Seats	Applicants	Total Offers
Cosmetology	10	10	205	21
Exploratory	9	450	2,070	901
Accounting	10	90	385	204

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Grace H. Dodge Vocational H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Health Careers	10	40	356	80
Marketing	10	20*	53	1
Photography	10	10	149	32
Paralegal Studies	10	15	61	22**
Secretarial	10	135	337	237
Special Education	9	24	257	61
	10	4	94	11

*No seats were filled in this program.
**No offers were made until last round.

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Note: Corrected version received from Dodge.

Grace H. Dodge Vocational High School
Bronx, N.Y.

Vocational high school. Unscreened programs open to all New York City residents. Screened program open only to students residing north of Tremont Avenue. This is incorrect information - we are not zoned any longer.

SCREENED PROGRAM

Cosmetology

Admission criteria and procedures

Interview is required. All applicants are offered interview. Grades and attendance are also considered.

UNSCREENED PROGRAM

Exploratory (9th grade only)
Accounting (10th grade only)
Health Careers (10th grade only)
Marketing (10th grade only)
Photography (10th grade only)
Paralegal Studies (10th grade only)
Secretarial (10th grade only)

Admission criteria and procedures

Random sample selection by computer.

LIMITED ENGLISH PROFICIENCY

~~None available~~ ESL only and offered as needed -- taught in English.

SPECIAL EDUCATION

Component exists. Students take ~~a "reduced course load"~~ either a Business track or Cosmetology, both are self contained units.

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High School of Art and Design
Manhattan

Vocational-technical high school open to all New York City residents. All programs are Screened.

SCREENED PROGRAMS

Commercial Art
Photography

Admission criteria and procedures

Admission is based solely on an entrance exam and review of the student's portfolio. The test consists of two parts: performance (3 drawings) and perceptional problem-solving. The portfolio is reviewed the same day as the exam. Reviewers are looking for both quality and variety. All students who apply are notified of the exam. 50% to 60% of applicants show up for the exam.

LIMITED ENGLISH PROFICIENCY

English as a second language is available.

SPECIAL EDUCATION

Special education is available.

Program	Grade	Available Seats	Applicants	Total Offers
Commercial Art	9	350	2,467	571
	10	260	1,273	380
Photography	9	60	1,073	63
	10	30	605	49
# Special Education	9	4	157	9
	10	8	118	9

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High School of Art and Design

1075 SECOND AVE. (COR. 57 ST.), NEW YORK, N.Y. 10022 • 752 4340 • DR. IRWIN M. GROSS, PRINCIPAL

September 10, 1985

SEP 12 1985

Ms. Janet Price
Advocates for Children
24-16 Bridge Plaza South
Long Island City, New York 11101

Dear Ms. Price:

Thank you for the opportunity to respond to the information that will appear in the Priority Choice Analysis Report.

Please be advised that the information appearing under Special Education is incorrect. The High School of Art and Design accepted 70 Special Education students of which 59 accepted admission to our school.

Sincerely,

Michael J. Taub
Assistant Principal Administration
Pupil Personnel Services

MJT:nr

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High School of Graphic Communication Arts
Manhattan

This school is a vocational-technical high school open to all New York City residents. Screened programs in Printing, Journalism and Advertising are offered.

SCREENED PROGRAMS

Printing
Journalism
Advertising

Admission criteria and procedures

Similar for all programs.

The Assistant Principal of Guidance determines the size of the program, ranks applicants for admission and selects approximately 90% of the students.

Applicants' previous absences are a major factor in the selection of students. Applicants with more than twenty-five unexcused absences will not be accepted. Standardized test scores in reading and math are considered. The lowest score accepted is 5.5; however, applicants for the Journalism program must have reading scores no more than one year below grade level to be accepted. Applicants are asked to write a short paragraph, describing their interest in the particular program to which they are applying. The paragraph is not weighted or ranked. There are no special exams for these programs.

LIMITED ENGLISH PROFICIENCY

No program.

SPECIAL EDUCATION

No different criteria for special education applicants. However, there are no facilities for physically handicapped students.

Program	Grade	Available Seats	Applicants	Total Offers
Printing	9	300	628	400
	10	200	308	187
Journalism	9	200	567	378
	10	100	326	193
Advertising	9	100	565	184
	10	100	310	166

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H.S. of Graphic Communication Arts

Program	Grade	Available Seats	Applicants	Total Offers
Special Education	9	20	100	32
	10	0	139	1

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Mabel Dean Bacon Vocational High School
Manhattan

Vocational high school open to all New York City residents.

SCREENED PROGRAM

Cosmetology (10th grade only) (leads to New York State certification)
Dental Office Assisting (10th grade only)

Admission criteria and procedures

Test is administered for dexterity skills. Interviews are required to determine student's goals in life, whether or not student wants to attend a vocational high school, whether the student is being pushed in this direction. All applicants are offered test and interview. Grades, attendance, and standardized test scores are also considered in admission decisions.

UNSCREENED PROGRAM

Exploratory (9th grade)
Health Careers (10th grade) (Note: School indicated this would be changed to a screened program for this year's admission.)
Business Education (10th grade)

Admission criteria and procedures

Random sample selections.

LIMITED ENGLISH PROFICIENCY

No LEP component in school.

SPECIAL EDUCATION

Component exists. Academics are self-contained. Vocational courses are in a regular setting.

Program	Grade	Available Seats	Applicants	Total Offers
Business Education	10	20*	1,043	81
Cosmetology	10	70	692	132

*Although school only declared 20 seats, 64 seats were filled.

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Mabel Dean Bacon Vocational H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Dental Office Assisting	10	100	258	181
Health Careers	10	90	867	156
Exploratory	9	200	2,518	424
Special Education	9 10	2 24	108 130	2 33

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Queens Vocational High School
Queens, N.Y.

Vocational high school with screened and unscreened programs open to all New York City residents.

UNSCREENED PROGRAMS

Exploratory (9th grade only)
Business Education (10th grade only)
Plumbing (10th grade only)
Radio, TV & Electronics (10th grade only)

Admission criteria and procedures

Random selection by computer.

SCREENED PROGRAMS

Computer Automation (9th and 10th grades)
Cosmetology (10th grade only)
Electrical Installation & Practice (10th grade only)
Machine Shop (10th grade only)
Practical Nursing (10th grade only)

Admission criteria and procedures

Selection based solely on review of students' applications. Practical Nursing and Computer Automation are the most selective programs. Math and reading scores, grades, latenesses and absences are all considered.

LIMITED ENGLISH PROFICIENCY

No programs available

SPECIAL EDUCATION

Programs available.

Program	Grade	Available Seats	Applicants	Total Offers
Business Education	10	60	358	178
Computer Automation	9	75	1,072	356*
	10	70	519	323*

*No seats offered after first round. More seats filled than declared.

cont'd.

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Queens Vocational H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Cosmetology	10	40	292	119
Electrical Installation and Practice	10	40	191	180*
Exploratory	9	100	951	371
Practical Nursing	10	80	327	140**
Machine Shop	10	10	66	62***
Plumbing	10	12	48	47
Radio, TV & Electronics	10	15	233	78
Special Education	9	15	175	18
	10	15	138	17

*No seats offered after first round. More seats filled than delcared.

**No seats offered after first round. Only half of declared seats filled.

***No seats offered after first round. Exact number of seats declared filled.

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Samuel Gompers Vocational-Technical High School
Bronx, N.Y.

Open to all New York City residents.

SCREENED PROGRAMS

Electronics
Bilingual Technical Education/Pre-Engineering
Electrical Installation and Practice
Technical Electronics/Pre-Engineering

Admission criteria and procedures

Solely on basis of review of application. Reading scores and grades are important. Attendance is considered, but is less important.

Admission criteria vary from shop area to shop area. Pre-engineering seeks students with reading and math grades of 80 and above. Electronics seeks students reading no more than two years below grade level. Students will generally get into shops of their choice even when they are reading below grade level. However, if a student can't handle the work then a conference between parent and teacher will be called. The teacher will recommend a more suitable program. Programs recommended for students reading below grade level are Business Machine Repair and General Contracting.

UNSCREENED PROGRAMS

Business Machine Repair
Computer Data Processing
General Contracting
Word Processing

Admission criteria and procedures

Random selection by computer.

LIMITED ENGLISH PROFICIENCY

Screened Bilingual Technical Education/Pre-Engineering program in Spanish. Most other LEP students are in unscreened programs.

SPECIAL EDUCATION

Most special education students are in unscreened programs.

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Program	Grade	Available Seats	Applicants	Total Offers
Electronics	9	51	478	137
	10	25	212	61
Bilingual Technical Education/Pre-Engineering	9	46	109	70
	10	0	41	0
Electrical Installation and Practice	NO COMPUTER GENERATED DATA AVAILABLE			

Samuel Gompers Vocational-Technical H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Technical/Electronics/ Pre-Engineering	9	107	411	208
	10	79	239	111
Business Machine Repair	9	0	228	0
	10	14	115	31
Computer Data Processing	9	51	1,583	169
	10	23	631	83
General Contracting	9	0	50	0
	10	0	24	0
Word Processing	9	0	428	0
	10	14	230	58
Special Education	9	10	355	13
	10	5	110	7

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Thomas Edison Vocational-Technical High School
Queens, N.Y.

Vocational-technical high school open to all New York City residents.

UNSCREENED PROGRAM

Exploratory -- 9th Grade
Woodworking and Plumbing -- 10th Grade

Admission criteria and procedures

Random selection by computer.

SCREENED PROGRAM

Technical Courses -- Grades 9 and 10

Computer Electro-Mechanical Technology
Mechanical Technology
Medical/Pharmaceutical Chemistry
Technical Electricity and Electronics

Vocational Programs -- 10th Grade Only

Advertising Arts
Automotive Mechanics
Business Equipment Repair
Climate Control
Electrical Installation and Practice
Machine Shop Practice

Admission criteria and procedures

One test is given for all screened programs. Anyone sho applies is eligible to be tested. 2,800 students took test last year. Test is only one factor in considering student's acceptibility. Student's order of choice is also important. Student who does not list Edison as one of his/her top four choices does not have much chance for acceptance. When student applies to more than one program, school considers student's priority. There is also
an interview, but school gives interview minimal weight as they only have four days to interview scores of students. The more popular the program, the higher the standards for acceptance. When students do not score high enough on the test to be considered for their first choice, they will be considered for other programs. Students' grades and attendance are also reviewed.

LIMITED ENGLISH PROFICIENCY

No programs currently. Under consideration for near future.

SPECIAL EDUCATION

Self-contained classes paralleling screened courses.

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Thomas Edison Vocational-Technical H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Exploratory	9	17*	816	30**
Plumbing and Woodworking	10	70	86	76
Computer Electro-Mechnical Technology	9	130	1,466	310***
	10	50	536	147
Mechanical Technology	9	30	327	74***
	10	15	85	36***
Medical/Pharmaceutical Chemistry	9	100	648	149***
	10	15	233	40***
Technical Electricity and Electronics	9	50	567	84***
	10	40	200	68***
Advertizing Arts	10	60	88	41***
Climate Control	10	10	26	15***
Business Equipment Repair	10	20	56	25***
Auto Mechanics	10	110	293	114
Special Education	9	37	221	26
	10	6*	181	10**

*No seats were declared. Figure given is seats actually filled.
**No seats were offered until the third round.
***No seats were offered after the first round.

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ADVOCATES FOR CHILDREN

of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

(718) 729-8866

SEP 23 1985

Jane R. Stern
Executive Director

September 11, 1985

MEMORANDUM

TO: Mr. Meister, Thomas Edison High School

FROM: Janet Price, Advocates for Children

We believe our readers will need more information about the test Edison uses for admission purposes in order to understand the school's admissions criteria. I would appreciate your simply jotting down answers to the questions below on this sheet of paper and returning it to us in the enclosed postpaid envelope. If we do not receive it by September 25 (when we must have the report ready for release), I will indicate on the interview summary for Edison that the information was requested by AFC but not received from Edison.

Is the test developed at Edison? If not, what is the name of the test and the publisher? 1. Mechanical Reasoning - The Psychological Corporation
Form A 304 East 45th Street
2. Verbal Reasoning New York, New York
Numerical Ability

What skills or subjects are tested?
Reading comprehension, spatial relations, reasoning ability

Were you required to seek approval of the test from school system officials? If so, who? Approval granted by the High School Division

Also, are all students who apply given interviews? If not, what percentage receive interviews and how are they selected?
Every student given an informal interview and material reviewed for appropriateness prior to selection.

Thank you for your cooperation. We hope the information we are publishing about your school and many others will help schools, students and parents make more informed choices on high school applications.

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BOROUGH AND CITYWIDE UNZONED SCHOOLS

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A. Philip Randolph Campus High School at City College
Manhattan

Non-zoned high school open to students citywide with an unscreened academic comprehensive program, an educational option program and a screened program. Priority is given to students of District 5.

ACADEMIC COMPREHENSIVE PROGRAM

Admission criteria and procedures

Students are selected by random sample with 75% of seats going to District 5 students. There are seats for both incoming 9th and 10th graders.

SCREENED PROGRAM

Medical Professions Program

Admission criteria and procedures

They are looking for students who have scored at least two years above grade level on the New York City math test. No extrance examination is required.

A screening process is used whereby applicants are asked to bring in their classoom notebooks which are reviewed by persons who never see the youngsters. By looking at the notebooks the panel will determine if the students have sufficient background in the sciences to be admitted to the program. The applicant's reading score is also considered.

In 1984-85, Randolph accepted only 8th grade applicants. Their justification is that the students must finish the high school program in 3 years and it would be too difficult for students entering the medical program in the 10th grade to catch up. This is also part of the agreement with the funder of the program, The Macy Foundation.

EDUCATION OPTION PROGRAM

Academic Professions Program

Admission criteria and procedures

When selecting students for its Academic Professions Program, Randolph looks at the grades and attendance. They also look for students who are strong in math and science. Interviewee indicated that the Academic Professions Program has a few seats available for ninth grade applicants. Final High School Division statistics, however, indicate that no seats were offered to the 766 students applying from the 9th grade.

LIMITED ENGLISH PROFICIENCY

No program

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A. Philip Randolph Campus H.S.

SPECIAL EDUCATION

Approximately 3.2% of the student body is made up of special education students.

Other comments

Although Randolph considers applicants from all over New York City, the official policy calls for students from District 5 who meet the criteria to get priority consideration. Interviewee estimated that 45% of the student body is from District 5. However, final High School Division statistics indicate that only 102 or 21.9% of the 464 seats filled at Randolph in September 1985 were filled District 5 public school students. District 5 officials claim that 9 District 5 public school students were offered seats in the Medical Professions Program and 29 were offered seats in the Academic Professions Program.

The racial composition at Randolph is approximately 82% Black and 17% Hispanic.

Program	Grade	Available Seats	Applicants	Total Offers
Medical Professions Program	9	83	2,628	229
	10	0	unknown	0
Academic Comprehensive Program	9	100	1,862	169
	10	75	737	138
Academic Professions Program	9	100	1,368	248
	10	0	766	0
Special Education	9	19	93	29
	10	19	59	21

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August Martin High School
Jamaica, N.Y.

Academic comprehensive high school with educational option program.

EDUCATIONAL OPTION PROGRAM

Aviation
Communications
Computer Science
Legal Studies

Admission criteria and procedures

All students are given consideration. There is no average grade cut-off point that students must meet before they are considered for admission. Attendance is examined more carefully than grade point average. How the student ranks August Martin is not a significant factor. Only students who place August Martin at the bottom of their list would not be considered for admission. The school tries to get students from every school district, but does not consider ethnic diversity. The interviewee said that ethnic background is hard to determine from student applications.

LIMITED ENGLISH PROFICIENCY

No program available. Too few applicants qualify for this designation.

SPECIAL EDUCATION

3.24% of August Martin's student body is comprised of special education youngsters in self-contained classes. The admission criteria are the same as for the other programs.

Program	Grade	Available Seats	Applicants	Total Offers
Aviation	9	135	1,183	347
	10	50	562	102
Communications	9	50	485	189
	10	25	219	56
Computer Science	9	185	2,523	440
	10	50	873	182
Legal Studies	9	75	780	147
	10	0	335	0

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BEST COPY AVAILABLE

August Martin H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Special Education	9	12	172	34
	10	12	78	25

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Bay Ridge High School of Telecommunication Arts and Technology
Brooklyn, N.Y.

Bay Ridge opens in September 1985 as an academic comprehensive high school, open to Brooklyn residents with an emphasis on telecommunications.

Admission criteria and procedures

Attendance, grades and latenesses are considered, with the most weight on attendance. Reading grades and term-to-term progress are considered. Students' priority rank of the school is important. The school selects students based solely on high school applications

There are no exams or interviews for this program. This is not an educational option program so it must be considered a screened program.

LIMITED ENGLISH PROFICIENCY

English as a second language is available. The program wishes to serve students with limited English proficiency.

SPECIAL EDUCATION

Criteria for special education students determined by the superintendents offices' special education coordinator for the borough.

Program	Grade	Available Seats	Applicants	Total Offers
Regular Education	9	275	1,791	591
Special Education	9	24	57	37

SEE ATTACHED BROCHURE DISTRIBUTED BY THE SCHOOL.

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High School of Telecommunication Arts and Technology

A High School Redesign Project • New York City Board of Education

September 13, 1985

Memorandum to: Mary Yamagata, Advocates for Children

From: Ed Seto, Assistant Principal of Guidance ES

Re: School Classification

In response to your memo of August 27, 1985:

The High School of Telecommunication Arts and Technology is an educational option program.

Janet -
This information is in reference to the hs admissions project.
Mary

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350 67 Street • Brooklyn, New York 11220 • (718) 680-6464

Bay Ridge High School of

Telecommunication Arts and Technology

NEW YORK CITY BOARD OF EDUCATION

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DIVISION OF HIGH SCHOOLS

SYLVIA BALLATT
Executive Director

GLORIA RAKOVIC
Project Director

For More Information Call:

Gloria Rakovic
Project Director
350 67th Street-Room 313
Brooklyn, New York 11220
(718) 232-3621

PLEASE PLACE ME ON YOUR MAILING LIST

MAIL THIS FORM TO:
Gloria Rakovic, Project Director
350 67th Street-Room 313
Brooklyn, New York 11220
(212) 232-3621

STUDENT'S NAME _____

DATE OF BIRTH _____ ☐ MALE ☐ FEMALE

HOME ADDRESS _____ APT. NO _____

CITY _____ STATE _____ ZIP _____ HOME PHONE _____

PARENT'S OR GUARDIAN'S FULL NAME _____ WORK PHONE _____

PRESENT SCHOOL _____ DISTRICT _____ GRADE _____

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Bay Ridge High School of Telecommunication Arts and Technology

WHAT IS THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY?

The HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY (H.S.T.A.T) will open its doors to approximately 250 ninth graders in September 1985. A Chancellor's Task Force composed of educators, parents, government officials, and industrial and community representatives began the planning process in the fall of 1983 and will be responsible for implementing the two year redesign project.

The theme of the school is reflected in a two pronged curriculum in which students will appreciate how technology and the arts are related. A major strategy to achieve this goal will be an innovative interdisciplinary program built into the very structure of the school. Computer technology and video/media arts will be infused throughout the four year course of study. Stress will be placed upon the development of critical thinking skills, independent research and a strong humanities-sciences academic program.

WHAT ARE THE GOALS OF THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY?

The program goals of the High School of Telecommunication Arts and Technology are:

- To foster in students basic communication, computer and technology literacy
- To prepare students for life long learning through the development of critical thinking skills
- To provide students with entry level job skills in industries using telecommunications
- To prepare students for advanced studies in college or post secondary institutions
- To enable students to learn how telecommunication arts and technology skills can improve the quality of human life
- To expand in students an appreciation of the social, political and cultural impact of technology on world cultures

HOW IS THE STRUCTURE OF THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY UNIQUE?

Part of the philosophy of the High School of Telecommunication Arts and Technology is that the school building itself become a human and creative energy bank where students and teachers can interact in various learning centers. In order to accomplish this, three major organizational components will exist:

- **TELECOMMUNICATIONS CENTER**

  This center will develop a multi-technology component including a computer program which would experiment with information transfer projects involving telemedicine, visual technologies and teleconferencing.

- **FLEXI-LABS**

  "Open Time" will be scheduled each day for students and teachers in workshop areas to provide enrichment experiences to support required classroom learning. Flexi-labs will include Word Processing, Video Production, Graphic Design, Photography, Library Media and a Rehearsal Hall.

- **DISCOVERY CENTERS**

  These centers will be responsible for planning an interdisciplinary curriculum; assisting students in developing research skills and action projects; and implementing an inquiry based instructional program. In all, seven Discovery Centers are foreseen:

  - Discovery Center for Future Technology
  - Discovery Center for Creative Communication
  - Discovery Center for Future Living
  - Discovery Center for Global Affairs
  - Discovery Center for Health and Environmental Research
  - Discovery Center for Urban Studies and Outreach
  - Discovery Center for Business Technologies

WHAT WILL THE ACADEMIC PROGRAM BE AT THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY?

In addition to the rigorous New York State curriculum requirements, students will be able to select from the following courses to fulfill their "area of concentration" needs.

TELECOMMUNICATIONS

TECHNOLOGY STRAND	ARTS STRAND
Introduction to Computers	Media Arts
Computer Programming	Media Criticism
Computer Graphics Workshop	Photography Workshop
Data Processing	Broadcast Journalism
Word Processing	Television Production
Telecommunications Survey	Video Production
Satellite Communications	Graphic Design Workshop
Introduction to Business Technologies	Broadcast Management
Internship Program	

WHAT IS THE ADMISSIONS PROCESS FOR THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY?

Students who are eligible to attend the ninth grade and wish to apply to the school must indicate:
BAY RIDGE H. S. (TELECOMMUNICATIONS) as their first choice on the high school application form. Applications can be obtained from school guidance counsellors.

The High School of Telecommunication Arts and Technology will serve both **MALE AND FEMALE** students who reside in the borough of Brooklyn. The school will be open to youngsters of varying skill levels, as well as students with limited English proficiency or special handicapping conditions.

WHAT ARE SOME SPECIAL REDESIGN FEATURES OF THE HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY?

The High School of Telecommunication Arts and Technology will be unique not only in its structural practices but also in it philosophical concept and school wide organization. Some of the special aspects of the education program are:

- **Adviser System**

  Each student will be assigned to an advisor to discuss career planning, academic progress, and matters of personal concern.

- **Mentoring**

  For a minimum of one semester, each student will meet weekly with an adult mentor from industry or the community. The mentors will serve as quasi-counsellors, advocates and career role models.

- **People Exchange Program**

  Students will have the opportunity to experience life styles and cultures through a visitation program with other school and community organizations in and out of the state.

- **Career Internship Program**

  All students are urged to perform one internship or work experience during their high school course of study.

- **Staff Development**

  Personnel will participate in on-going staff training experiences in the area of curriculum development, problem solving and inter-personal skills. Opportunities for enhancing leadership capabilities will occur throughout the school's development.

- **Student Participation**

  Students are encouraged to participate in the development of the overall education program. Peer groups will help monitor student attendance and "buddy up" with incoming students and those who need extra help.

- **Summer Institute**

  If funding resources are available, each summer new students and selected staff will participate in an intensive orientation program to help youngsters learn how to function effectively in their new school.

WHAT CHALLENGES LIE AHEAD?

There are many redesign tasks that must be accomplished over the coming months and once the HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY implements its program in the fall of 1985 much work will remain to be done. H.S.T.A.T. is an ambitious undertaking and the full redesign process is expected to take five years. Some of the projects the school hopes to complete during this time are:

- Establish a support base of college and industrial resources.
- Develop an ongoing staff development model with support funds and personnel from industry and higher education.
- Design a rigorous arts and technology curriculum.
- Renovate and modernize current school facility.
- Secure state of the art computer equipment.
- Promote the school with the support of industry, government, parents and teachers.

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Clara Barton High School
Brooklyn, N.Y.

Educational options school open to students citywide.

EDUCATIONAL OPTION PROGRAM

Health Professions
Medical Science Institute

Admission criteria and procedures

Consideration of the students' ranking of Clara Barton is of primary importance. The school wants highly motivated students. They try to accept students from a number of school districts. This is done through a somewhat random selection process. A student's attendance is not considered as this would tend to close down access.

Other comments

At one time, only 2% of Barton's student body was made up of boys, now the percentage has increased to 12%. Admission to Barton "is not that competitive." They get little pressure from the outside to accept certain youngsters. Not enough students apply in the reading below grade level categoy. School officials attribute this to the nature of the programs offered. They believe that the more motivated youngsters are attracted to the health professions.

LIMITED ENGLISH PROFICIENCY

ESL programs have increased considerably over the past few years.

SPECIAL EDUCATION

3.95% of the student body are in self-contained classes.

Program	Grade	Available Seats	Applicants	Total Offers
Health Professions	9	150	3,244	368
	10	80	1,169	594
Medical Science Institute	9	100	2,139	351
	10	95	792	234
Special Education	9	16	195	31
	10	0	68	21

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DeWitt Clinton High School
Bronx, N.Y.

Boroughwide academic comprehensive high school with a citywide screened program.

COLLEGIATE

Academic comprehensive program for students in the Bronx and in zone of I.S. 10, Manhattan

Admission criteria and procedures

Clinton gives the High School Division a seat count. The computer randomly selects students.

SCREENED PROGRAM

Medical Science Honors Program

Admission criteria and procedures

Applications to the Medical Science Honors Program are reviewed. Clinton seeks students with high grades and test scores, and a good attendance record. Based on the paper credentials, those students with the highest academics are granted an interview. Out of the 1,100 applicants, slightly over 100 were interviewed. Interviews are conducted by staff members who seek to determine whether a student can handle the course load and his/her degree of maturity. Most all of the students who were granted an interview were accepted into the program.

LIMITED ENGLISH PFOFICIENCY

Not available in the Medical Science Honors Program.

SPECIAL EDUCATION

Not available in the Medical Science Honors Program.

Program	Grade	Available Seats	Applicants	Total Offers
Academic Comprehensive	9	500	2,287	777
	10	350	1,082	502
Medical Science Honors Program	9	35	964	321
	10	125	252	133
Special Education	9	40	366	56
	10	40	107	36

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Edward R. Murrow High School
Brooklyn, N.Y.

EDUCATIONAL OPTION SCHOOL

Edward E. Murrow is an educational option school, open to Brooklyn residents, with Communications as its central theme. All students selected may pick from one of the following courses:

Computer Studies	Ornamental Horticulture
Television Production	Pre-Medical Program
Photography	Marine Biology
Graphic Arts	Theatre Arts
Electronics	Computerized Engraving
Stenography	Science Research
Accounting	Behavioral Science
Astronomy	Law Studies

Admission criteria and procedures

Only Brooklyn residents are eligible. They have a "walk-in zone" around the high school which constitutes approximately 150 seats that are offered to its entering class. The remaining seats -- approximately 665 -- are available to youngsters outside the "walk-in zone."

When selecting incoming students Murrow tries to take about one half of the qualified applicants from each school so that each school is represented.

Students are ranked based upon their last year's final grades, their latest reading and math scores, and their absences and latenesses. They are looking for motivated and achieving students. After students are ranked they are also distributed geographically and by ethnicity thereby achieving an even ethnic balance -- approximately 50% minority. Approximately 25% of the entering class comes from private schools.

LIMITED ENGLISH PROFICIENCY

ESL classes are available. LEP students are judged by the same criteria though few make it. They are selected when they look like a "good bet."

SPECIAL EDUCATION

Approximately 7% of the student body are special education students.

Program	Grade	Available Seats	Applicants	Total Offers
Communication Arts	9	500	7,187	976
	10	275	3,431	491

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Edward R. Murrow H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Special Education	9	25	269	38
	10	15	107	18

SEE ATTACHED COPY OF BROCHURE DISTRIBUTED BY SCHOOL.

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

SAUL BRUCKNER, PRINCIPAL

edward r. murrow high school

[THE COMMUNICATIONS SCHOOL]

1600 AVENUE L, BROOKLYN, N.Y. 11230

258-9283

SEP 13 1985

September 11, 1985

TO: Janet Price, Advocates for Children

FROM: Saul Bruckner, Principal, Edward R. Murrow High School

RE: Forthcoming AFC Report on High School Admissions

* *

I am writing to correct some of the information included in your forthcoming report.

When selecting incoming students we try to take students from every school which sends us applications. However, it is impossible to take one half of the qualified applications from each school since some schools send several hundred applications. Thus if we admitted half of the students from JHS 240 last year we would have selected 400 students from one school and significantly changed the character of our school.

The only qualification for admission is graduation from an eighth grade of an elementary school or the ninth grade of a junior high school. Like all educational option schools, we are required to admit youngsters on all ability levels. Twenty-five percent of our students must be reading below grade level, only 25% of our youngsters may be reading above grade level, and 50% must be on a continuum in the middle. An examination of our PSEN scores will show that we admit youngsters in these proportions and that we educate youngsters on all ability levels.

One of the major things we are looking for are youngsters who can function in a school which provides youngsters with a great deal of freedom in the form of unassigned time during the day. Youngsters must be able to function in an environment which provides independent study, an absence of bells, an absence of hall passes and a maximum of opportunity to make decisions as to how one will use unassigned time.

Although only one percent of the school scores below the 21st percentile on the LAB-LAU Tests, we have a significant number of youngsters of immigrant origin for whom English is a second language. Within the latter group are a significant number of our Asian population which is almost ten percent of the school.

Special Education which consists of almost 500 resource room, hearing handicapped, visually impaired, physically handicapped, speech impaired, emotionally handicapped and educable mentally retarded youngsters comprises approximately 15% of our population. Our Special Education Unit consists of 50 adult professionals assigned to deal with the almost five hundred special education youngsters who attend our school.

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I would appreciate it if you would correct your report so that it will reflect the information I have provided. If you wish to verify this information, to inspect our records or visit our school, you are welcome to do so.

Sincerely,

Saul Bruckner
Principal

SB/fe

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WHAT IS EDWARD R. MURROW HIGH SCHOOL'S SPECIAL EDUCATION PROGRAM?

Ten percent of our students are youngsters with a handicapping condition. In addition to attending regular classes in the least restrictive environment, special education pupils receive assistance from specially trained teachers.

HOW IS EDWARD R. MURROW HIGH SCHOOL DIFFERENT FROM OTHER HIGH SCHOOLS?

Edward R. Murrow High School offers a quality academic program in a non-traditional organizational setting. This non-traditional organizational settin includes:

1. A cyclical pattern of organization. In place of two semesters, there are four mini-terms of approximately 40 days length.

2. Modular scheduling. Instead of classes which meet five times a week for 40 minutes, our classes meet four times a week. Each subject class has two one hour meetings and two forty minute meetings

3. A letter grading system. Student progress is reported through a system of letter grades. These include HI for Mastery in Independent Study, E for Excellent, G for Good, S for Satisfactory and N for No Credit. The latter designation appears on the permanent record.

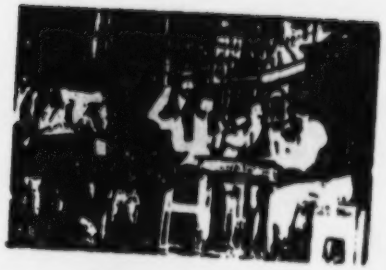
4. Elective course offerings. Within the framework of the New York City Diploma, students select their programs from a wide range of course offerings in all subject areas.

5. Independent Study. Students may accelerate or obtain remediation by registering for MILE Courses (Murrow Independent Learning Experience).

6. Optional Time. Every student has optional or unassigned time during the school day. This time may be used for independent study, library work, home work, club activities, tutoring or participation in service squads or other scheduled optional time activities.

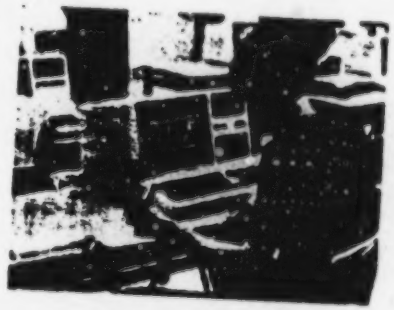
WHAT TYPE OF YOUNGSTER WILL SUCCEED AT EDWARD R. MURROW HIGH SCHOOL?

The youngster who will succeed in our school is the youngster who can make choices, can structure unassigned time, can adjust to frequent changes and can assume responsibility. Because of the rapid pace in the school a record of regular attendance is essential for a student's success. Youngsters on all ability levels who have such capacities can succeed at Edward R. Murrow High School



HOW DOES A YOUNGSTER APPLY TO EDWARD R. MURROW HIGH SCHOOL?

Students eligible to apply to Edward R. Murrow High School must be residents of the Borough of Brooklyn who are eligible for high school. All interested students must apply for the school when they are in the 8th grade of an elementary school or the 9th grade of junior high school. The application must be received by the date set in the High School Directory. Students will be selected from every school district in the borough of Brooklyn. The limitations of space mean that all applicants cannot be accepted. Non acceptance is not a reflection on the student but is a reflection of the limitations set by the availability of space.



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WHAT TYPE OF SCHOOL IS EDWARD R. MURROW H.S.?

Edward R. Murrow High School is a borough wide comprehensive high school. All students are offered a college preparatory program in addition to specialized programs in the areas of science research, computer education, astronomy, television, stage design, theatre arts, engraving, writing, printing, electronics, photography, horticulture, law studies, behavioral science and mathematics.

WHAT ARE SOME OF THE COURSE OFFERINGS AT EDWARD R. MURROW HIGH SCHOOL?

The highlights of several department programs include, but are not limited to the following course offerings: Communication Arts - *Writing with the Word Processor, Creative Writing, Novel into Film, Shakespeare's Comedies, Acting Studio, Advanced Placement English, Introduction to Classics, American Literature.* Fine Arts - *Fashion Illustration, Interior Design, Advertising Design, Photography.* Industrial Arts - *Engraving, Electronics, Co-Ed Car Care.* Television Production: Offset Printing. Foreign Languages - *French, Hebrew, Italian, Latin, Spanish.* Health & Physical Education - *Gymnastics, Jazz Dance, Ball Sports, Soccer.* Business Education - *Word Processing, Typing, Stenography, Speedwriting, Publication Preparation, Accounting, Accelerated Accounting, Business Law, Business Management.* Mathematics - *Computer Math, Calculus, Integrated Mathematics, Mathematics Seminar, Probability, Statistics, Intro to College Math, Fundamentals of Mathematics, Pre-Algebra, Advanced Placement Calculus, Advanced Placement Pascal.* Music - *Piano, Guitar, Orchestra, Band, Girls Chorus, Mixed Chorus.* Science - *6 year Murrow Med Program (Pre-Med), Science Research, Horticulture, Marine Biology, Animal Behavior, Genetics, Advanced Placement Biology and Chemistry: Independent study in 20 areas including Comparative Anatomy and Oceanography.* Social Studies - *Global Studies, 1 year Behavioral Science Program, 1 Year Law Studies (Mentor Law Program), American Experience, Advanced Placement American and European History, Computer Applied Economics.*

WHAT ARE SOME OF THE EXTRA CURRICULAR ACTIVITIES AT EDWARD R. MURROW HIGH SCHOOL?

Students are involved in a wide range of extra curricular-activities except for interscholastic sports. Each year there are two major theatrical productions. Among past productions are "How to Succeed in Business"; "A Funny Thing Happened on the Way to the Forum"; "Anything Goes"; Shakespeare's "Midsummer Night's Dream"; "Little Mary Sunshine"; "Oliver"; "Play It Again Sam"; "Teahouse of the August Moon"; and "Fiddler on the Roof."

The students also produce a Sing, a Spring and Winter concert and a talent show. Student publications include the Yearbook, the school newspaper, the Literary Magazine and department publications in Math (Murrow Matrix), Science (Murrow Nucleus), Social Studies (Legal Writes and the Archives). In place of an interscholastic program, we offer a selective elective program stressing individual and group sports, dance, physical fitness and leisure time activities.

WHAT COLLEGES DO THE GRADUATES OF EDWARD R. MURROW HIGH SCHOOL ATTEND?

Our youngsters have been accepted by colleges throughout the country. Some of the colleges to which our youngsters have been accepted include:

Alfred
Albany-SUNY
Antioch
Barnard
Bennington
Binghamton-SUNY
Boston Univ.
Boston College
Brandeis
Brockport-SUNY
Brown
Bucknell
Buffalo-SUNY
CCNY-Binned 6 yr.
Carnegie-Mellon
Clark
Colgate
Connecticut Coll
Cooper Union
Columbia
Cornell
Cortland-SUNY
U. of Delaware
Emerson
Emory
Farmingdale-SUNY
U. of Florida
Fordham
Fredonia-SUNY
Georgetown
Geo. Washington
Goucher
Grinnell
Hamilton
Hampshire
Harvard
Hofstra
Howard
Ithaca
Johns Hopkins
Lafayette
Lincoln Univ.
M.I.T.
Mt. St. Vincent
Univ. of Massachusetts
N.Y.U.
Northwestern
Oberlin
Pace
Pratt
Univ. of Pennsylvania
Princeton
Purdue
Reed
Rensselaer Poly Tech
Rochester Inst. Tech
Sarah Lawrence
St. Francis
St. Johns
Smith
Skidmore
Stony Brook -SUNY
Tufts
Syracuse
Williams
Yale
Vassar
Univ. of Chicago
Wesleyan
Wellesley
Dartmouth
Univ. of Rochester
William Smith
Indiana Univ.
Amherst
Drew
Fairfield Univ.
Univ. of Michigan
Manhattan College
Gordon
Duke University
Rollins

A School Works in Brooklyn

By Diane Ravitch

For most of this century, the conventional wisdom in education has held that an academic curriculum is only for the college-bound, because traditional subject matter is too demanding for average students. Because of this conventional wisdom, only about 35% of American secondary students are enrolled in an academic curriculum, while the remaining 65% are on a vocational or general "track," where academic requirements are low.

The spate of national-commission reports during the past year has documented some of the consequences of this philosophy, particularly the low enrollments in foreign languages, science and math.

During the past year, efforts across the nation to raise graduation requirements have encountered skepticism from educators who doubt the wisdom of expecting all children to study academic subjects. How this fundamental philosophical issue is resolved will determine the success of the new reform movement in education.

As it happens, the conventional wisdom is not only wrong, but it has undermined the quality of American education by directing the majority of students into academically impoverished programs. The evidence that it is wrong can be found in the many high schools where a broad cross section of youngsters master the kind of curriculum recommended by the National Commission on Excellence in Education.

One such public school is Edward R. Murrow High in New York City. Among many remarkable features of the school, the most significant is that it treats all of its students as college-bound. Its 3,000 students are drawn from the borough of Brooklyn; half are white, and half are members of minority groups. Last year, some 9,500 applicants vied for the 900 places in the entering class at Murrow. An advantage of this process, of course, is that Murrow hasn't the problem of unwilling students. But there is no entrance exam that could limit admission to the academically gifted. The school is required to select students of differing abilities: 25% are above grade level in reading, 25% are below and the remaining 50% are at grade level. About a fourth come from parochial or private schools.

All students at Murrow take a strong academic program, at least five courses. The New York City school system requires one year of language, but most students at Murrow take three or four (the school offers five foreign languages). All students are required to take two years of science and mathematics, but most students surpass the requirements. All are required to take four years of English, which includes a year of writing instruction and a half-year of speech courses. Similarly, all meet the requirement of three-and-a-half years of social studies, and most exceed it.

Now in its 10th year, the school has a relaxed, tension-free ambiance. Instead of a traditional two-semester year, Murrow has four "cycles" each year of 10 weeks each. The day is organized so as to leave students "optional" time that they can use to do homework, independent study or to socialize with friends. Students cluster in the halls, reading, studying, talking or laughing with friends. The hubbub in the halls seems disorderly, but it is intended to give the adolescent population a sense that the school is theirs.

While requirements for graduation are stiff, most courses are organized as electives. Students choose the courses they want to take, and great stress is laid on individual decision making. But the important principle behind the curriculum is that the electives have integrity as academic courses. There are no junk courses for academic credit like "bachelor living" or "personal grooming." Furthermore, Murrow does not practice grade inflation or social promotion. About 20% of last year's grades were "no credit" and students cannot graduate until they have met all the requirements.

The mastermind of the Murrow program is the principal, Saul Bruckner, a 27-year veteran of the New York City public school system. Mr. Bruckner opened the school in 1974 and had the rare opportunity to recruit most of his staff. Because so many good young teachers were laid off from other schools during the city's fiscal crisis, Mr. Bruckner was able to assemble a team largely of his own choosing. Normally, teachers are assigned to schools without regard to the preferences of the principal, and the bureaucratic process saddles every school with burned-out cases.

The research on effective schools shows that the principal is the key figure in making or breaking a school, and Mr. Bruckner illustrates the point. He continues to teach (an advanced placement course in American history) and to demonstrate that a principal is, first of all, the principal teacher of the school. As a superb teacher, he is in a position to demand strong performance from his teachers and administrators, and he seems to get it.

This principal's priority is the classroom. Much of his time is spent fighting to get the teachers he wants and then working with them to develop a teaching style that is engaging, thought-provoking and substantive. His belief that learning must be more than a passive listening experience is reflected in the classroom, where teachers use a variety of media and materials to supplement textbooks.

In every classroom, the learning style is based on teacher questioning and student participation. The teachers are trained to plan their lessons around a problem, and students are led through a series of questions to understand the problem. As one teacher puts it, the object of each lesson is to elicit from the students an "Aha!" response. In every subject, students are expected to write, to do homework and to participate in class discussions.

The low-scoring students who enter Murrow are immediately placed into intensive sessions in reading and writing. At the same time, they enroll in regular courses in other subjects. For the academically gifted students, there are advanced placement courses in every subject area. Science majors can enroll in a special program that requires a minimum of six years' worth of science; and mathematics courses range through advanced computer programming and college-level calculus.

Classes that separate the fast students from the slow students are the exception, not the rule. Even advanced placement courses contain students of different ability levels. The student is to decide the level of academic challenge he's ready for.

The results of this atmosphere of high expectations, rich academic offerings and individual decision making are striking. The dropout rate is only 4%, far below the citywide rate; the daily attendance rate is 88%, far above the citywide rate. Nearly 90% of Murrow's graduates continue on to a two-year or four-year college. The lack of vandalism, graffiti, drugs and other major behavioral problems is in startling contrast to many other urban schools.

Of course, the school is not problem free: Class size is far too large (average: 35 pupils). Funds for library books, equipment repair and supplies are woefully inadequate. And not all the teachers are satisfactory.

But the school works. It works for the academically gifted, for average students and for slow learners. The Edward R. Murrow High School is an example of American public education at its best. If it can work in Brooklyn, why shouldn't it work everywhere?

Diane Ravitch is adjunct professor of history and education at Teachers College, Columbia University. Her latest book is "The Troubled Crusade: American Education, 1945-1980" (Basic Books, 1983).

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June 13, 1984

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John Dewey High School
Brooklyn, N.Y.

Educational option school, open to Brooklyn residents. Priority given to youngsters in District 21.

EDUCATIONAL OPTION PROGRAM

Experimental School

Admission criteria and procedures

Other than reading scores, the school looks at attendance and grades. In their view, attendance indicates a student's maturity and responsibility. Some students have to travel long distances and attendance would indicate their commitment.

Students from District 21 are given priority over other applicants. A Dist. 21 youngster who lists Dewey as his or her first choice is very likely to be admitted.

Dewey tries to achieve a geographic and ethnic diversity through its admissions process. They can generally discern from the applications or from the school district the ethnicity of the applicant. The school is approximately 50% minority and 50% non-minority.

Other comments

Dewey has an extensive open house program and students who participate in the program and then indicate Dewey are given preference because of their familiarity with the programs at Dewey.

LIMITED ENGLISH PROFICIENCY

ESL program available. The student's application generally indicates his/her need for an ESL program.

SPECIAL EDUCATION

Approximately 2.34% of student body enrolled in special education classes.

Program	Grade	Available Seats	Applicants	Total Offers
Experimental School	9	# 500	5,503	988
	10	560	2,743	863
Special Education	9	30	154	55
	10	20	101	26

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

John Dewey High School

50 AVENUE X, BROOKLYN, N. Y. 11223 TELEPHONE 212 : 373-6400

Lew Smith, Principal

SEP 20 1985 September 13, 1985

Advocates for Children of New York, Inc.

Please note that we have made changes on the description that was sent to us. We hope that these changes will be made before printing.

Thank you.

Lawrence Pero

Lawrence Pero
Principal

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Note: Corrected version received from Dewey.

John Dewey High School
Brooklyn, N.Y.

Educational option school, open to Brooklyn residents. Priority given to youngsters in District 21.

EDUCATIONAL OPTION PROGRAM

Experimental school. All students are scheduled for an 8 hour day and independent study.

Admission criteria and procedures

Other than reading scores, the school looks at attendance and grades. In their view, attendance indicates a student's maturity and responsibility. Some students have to travel long distances and attendance would indicate their commitment. Students who meet with the greatest success are those who are self-motivated.

Students from District 21 are given priority over other applicatnts. A District 21 youngster who lists Dewey as his or her first choice is very likely to be admitted.

Dewey tries to achieve a geographic and ethnic diversity through its admissions process.

Other comments

Dewey has an extensive open house program and students who participate in the program and then indicate Dewey are given preference because of their familiarity with the programs at Dewey.

LIMITED ENGLISH PROFICIENCY

ESL program available. The student's application generally indicates his/her need for an ESL program.

SPECIAL EDUCATION

Approximately 2.3% of student body enrolled in special education classes.

Program	Grade	Available Seats	Applicants	Total Offers
Experimental School	9	* 500	5,503	988
	10	560	2,743	863
Special Education	9	30	154	55
	10	20	101	26

*Based on the 1985 statistics.

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Manhattan Center for Science and Math
Manhattan

Citywide high school with priority granted to students residing in District 4

COLLEGIATE

Academic comprehensive program

Admission criteria and procedures

Students are selected based on a combination of factors. There are no hard and fast cutoffs. Grades, standardized test scores and attendance are important. However, if there is a disparity between test scores and grades, i.e. low grades and high test scores, then the applications loses some credibility. Extenuating circumstances are reviewed in each category. Student preference is important in order to predict the number of incoming students.

Priority is given to District 4 by allocating 50% of the incoming class seats to that district.

No tests or interviews are required for entrance into the school.

LIMITED ENGLISH PROFICIENCY

This school has no LEP program.

SPECIAL EDUCATION

Special education is available.

Program	Grade	Available Seats	Applicants	Total Offers
Academic Comprehensive	9	250	2,270	546
	10	50	998	231
Special Education	9	24	21	0
	10	0	15	0

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Murry Bergtraum High School for Business Careers
Manhattan

Educational option school open to students citywide.

EDUCATIONAL OPTION PROGRAM

Computer Science
Accounting
Marketing
Secretarial Science
Securities and Finance

Admissions criteria and procedures

Generally, when ranking students Murry Bergtraum considers the entire application including reading and math scores, grades and attendance. They are trying to get an ethnic and sexual balance. "Heavy" consideration is given to how a student ranks the school and the program. In general, they are looking for students who rank a Bergtraum program as their first choice. However, when a student lists Bergtraum as second choice and a similar school (like Norman Thomas) as first choice, s/he will receive the same consideration as if s/he had listed Bergtraum as first choice. It is the experience of school officials at Bergtraum that these students really want to attend their school.

Computer Science. Math scores are of utmost importance. Also the level of math is important. A student in a higher level of math is looked on more favorably than a student in an entry level math. Also considered is whether a class is honors or the lowest level of the course offered

When a student's abilities are questionable, s/he is invited to attend a 4-week summer program. Twenty students per class. The school can determine the level of the students who participate in the program. They have a better chance of staying in if they take the course. Only students who have been accepted are eligible to be in the course.

Other comments

School receives "more applications than Princeton University." School "tries to be as fair as possible." Claims that it is difficult when a district sends a large number of applications because only a small number of students are admitted. They try to take students from all districts, but it is not always possible to take someone from every school. This year, the Superintendent had told Bergtraum to give special preference to Districts 5 and 6.

It is felt that the selection of students is complicated by pressure from politicians, church leaders and the Board of Education. In some cases good students may be displaced because they don't have a politician lobbying on their behalf. It is estimated that this kind of pressure may influence the acceptance of between 15% and 20% of those students who are eventually offered seats.

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Murry Bergtraum H.S. for Business Careers

Historically, females have applied in greater number than males. Two-thirds of the applicants are female.

Ranking is done after all applications are considered. Feeder schools generally encourage only their best students to apply. Bergtraum "shuffles applications around" and randomly chooses students who have been ranked because they do not know who is best. When asked how many students were ranked, the interviewee claimed that he "would rather not say." He did say that over 10,000 ranked for computer science. Interviewee felt that the selection should be done randomly by computer to be "truly objective."

Murry Bergtraum experiences difficulty in getting an ethnic balance. The percentage of Asian and white students has dropped. A large number of white students from private schools are accepted; however, most of them elect to attend school elsewhere. School officials are frustrated because they pick students with regard to geographic and gender distribution in "round one" but the effort breaks down in round two and three. One result is an overrepresentation of girls from Brooklyn.

Interviewee also expressed frustration at information typically missing from applications. For instance, many applications show no math scores. He feels that happens when intermediate or junior high schools are negligent or when a student was absent on the day of the test. School would like to be able to see if student is in a bilingual program or the level of the course taken. Though there is a space for such information on the application, it is often left blank.

LIMITED ENGLISH PROFICIENCY

English as a second language is available. Reportedly, few students opt to take ESL after testing.

SPECIAL EDUCATION

Change in application process complicates the selection of special education students. It tends to conceal that a youngster is a special education student. Bergtraum has special application procedures for special education.

Program	Grade	Available Seats	Applicants	Total Offers
Accounting	9	170	3,172	248
	10	105	2,124	137
Computer Science	9	95	7,128	187
	10	70	3,981	155

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Murry Bergtraum H.S. for Business Careers

Program	Grade	Available Seats	Applicants	Total Offers
Marketing	9	70	1,016	135
	10	60	836	186
Secretarial Science	9	145	2,558	211
	10	25	1,536	66
Securities and Finance	9	65	890	120
	10	15	635	69
Special Education	9	8	257	25
	10	4	252	14

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Norman Thomas High School
Manhattan

Academic comprehensive high school with all programs being educational option programs.

EDUCATIONAL OPTION PROGRAM

Computer Programming
Accounting
Secretarial Science/Word Processing
Marketing

Admission criteria and procedures

When ranking applicants Norman Thomas looks most closely at grades and attendance. The students' ranking of Norman Thomas is also considered. There are no special efforts made to get an ethnic balance nor is the school trying to attract more boys.

Other comments

School officials at Norman Thomas are not trying to bring in more white students. There are too few in the system to try and attract more. The school population is approximately 50% black, 43% Hispanic and most of the remainder is Asian. The selection process, concentrating on grade point average, was cited as the reason for so few ESL students attending Norman Thomas.

The student body is roughly representative of the school districts whose students apply. They deny that the school has been trying to cream the more motivated students from surrounding schools. Norman Thomas is a citywide program and the number of students admitted who would have otherwise gone to one of the surrounding zoned schools is too insignificant to have an effect on those schools.

LIMITED ENGLISH PROFICIENCY

Very few LEP students, most of them are Asian.

SPECIAL EDUCATION

Special education youngsters comprise 7% of the student body.

Program	Grade	Available Seats	Applicants	Total Offers
Accounting	9	34	2,745	60
	10	136	2,163	213

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Norman Thomas H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Computer Programming	9	34	7,526	49
	10	68	4,896	95
Marketing	9	34	937	71
	10	136	861	205
Secretarial Science/ Word Processing	9	102	3,340	137
	10	306	2,293	403
Special Education	9	33	314	16
	10	20	315	32

SEE ATTACHED COPY OF BROCHURE DISTRIBUTED BY SCHOOL.

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BOARD OF EDUCATION CITY OF NEW YORK

Norman Thomas High School FOR COMMERCIAL EDUCATION

111 EAST 33 STREET AT PARK AVENUE
NEW YORK, NEW YORK 10016
TELEPHONE: 532-8910

BERNARD V. DEUTCHMAN, *Principal*

SEP 24 1985

September 18, 1985

Advocates for Children
of New York, Inc.
24-16 Bridge Plaza
Long Island City, NY 11101

Gentlemen:

Your report on admissions procedures for Norman Thomas High School is accurate.

I would be pleased to have you reproduce the attached bulletin which provides additional information regarding Norman Thomas High School.

Very truly yours,

Bernard V. Deutchman

Bernard V. Deutchman
Principal

BVD:cw
Attachment

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WHAT IS THE PROUD BUSINESS TRADITION OF NORMAN THOMAS HIGH SCHOOL?

For more than half a century, Central Commercial High School earned and maintained a national reputation as an outstanding vocational business-oriented high school. In September 1975, Central Commercial moved into a new ten story building on 33rd Street and Park Avenue and became Norman Thomas High School for Commercial Education, strengthening Central's tradition of academic and vocational excellence which is well-known in the New York City business community.

What Are Some Unique Features of Norman Thomas That Will Lead To Success in the Business World?

- Approximately 60% of last year's Senior class obtained part-time jobs through our Cooperative Education office. That is in addition to the estimated 10-15% who found jobs through other means. That means that you can have real job experience before graduation.

- Double periods in each of the four commercial major areas (Accounting and Data Processing, Secretarial Studies, Marketing, and Computer Science) provide tremendous acceleration in the learning skills of motivated students. In addition to commercial major and minor subjects taken in grades ten through twelve, a normal program contains seven class periods and a lunch period with no study periods.

- We have a modern building with the latest and best in business equipment: IBM Selectric typewriters, memory typewriters, WANG word processors, dictaphones, four micro-computer laboratories, programmable calculators, our own IBM Systems 3 main frame computer, all electric typewriters, and a modern marketing laboratory.

- We offer an Executive Internship Program in which Seniors may spend one semester in a supervised full-time work program instead of attending regular classes and receive course credit.

- In cooperation with our Business Advisory Commission, we sponsor an annual Business Equipment Show for our students, the first show of its kind to be held in any high school in New York City. The show features the latest equipment in the fields of computer programming, word and data processing, communications, in-house printing, duplicating and photocopying.

- Each year, in cooperation with the Marketing and Art departments, we hold a Fashion Show. It is organized by Marketing students and features the latest in fashion as donated by big name stores and top designers. Our students serve as models.

Eighth and Ninth year graduates from any of the boroughs may apply to our school, since we are an EDUCATIONAL OPTION SCHOOL.

Is Norman Thomas More Than a Business School?

You bet we are!!

- We are fully equipped to offer all students intensive college preparation in Mathematics, Science (we have Chemistry, Biology and Physics Laboratory facilities), and French and Spanish (with language Laboratories).

- Over 80% of our graduates go on to some form of post-secondary education after graduation.

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What Are The Educational Options Courses (Majors) I Can Choose?

*Secretarial and Word Processing Careers - develop skills in stenography (Gregg or Pitman), transcription and typing. Preparation for jobs as legal, medical or executive secretaries is offered to qualified students as well as opportunities for careers as school secretaries and teachers of secretarial subjects. The curriculum includes word processing, secretarial practice, machine transcription, filing and electric typewriting. Instruction in word processing includes training on a QYX Intelligent Typewriter, WANG Word Processors, IBM Memory and IBM Electronic Typewriters, VYDEC CRT Text Editor and Dictaphone and Sanyo Transcribers.

*Accounting and Data Processing - offers basic courses in bookkeeping, business machines and Business Law. In the upper grades there are courses in data processing to make the student aware of computers in business. Accounting principles are taught to prepare the students for further study in college.

*Computer Programming - develops an understanding of the computer and how it works. The curriculum includes processing of programs using the language of RPGII and Cobol. Computer operation is taught using the IBM System 3 Computer.

*Marketing Careers - includes fashion buying and merchandising, hotel and motel management, advertising and display techniques, computer literacy, real estate, market research, and the only program in physical distribution on a high school level in the country. Marketing students participate in laboratory experiences. A work experience (Cooperative Education) program is available in the senior year.

WHAT ARE SOME OF THE EXTENSIVE CO-CURRCULAR ACTIVITIES AVAILABLE TO ME?

In addition to many unique activities already mentioned (Fashion Show, Junior and Senior trips, Gospel Choir, Norman Thomas Club), Norman Thomas offers a wide variety of:

ATHLETIC TEAMS	Girls Softball, Girls Basketball, Girls Soccer, Girls Volleyball, Boys Basketball, Boys Baseball, Bowling (co-ed), Handball (Co-ed).
PUBLICATIONS	Yearbook *(The Thomas Tiger)*, newspaper *(The Thomas Times)*, literary magazine *(Transition)*, Spanish language newspaper *(La Revista)*.
CLUBS	General Organization, Junior class government, Senior class government, Sophomore class government, Freshman class government, Distributive Education Club of America (DECA), Dynasty Club (Oriental culture), Charisma Club (Community service), Future Business Leaders of America (FBLA), Future Secretaries Association (FSA), Modern Dance Repertory Company, National Honor Society, Spanish Club, Spark, Theater Production, Math Team, Computer Club, Cheerleaders, Junior Achievement, Aspira, Weightlifting Club, Martial Arts Club, Science Squad, Public Announcement Squad, Scrabble and Backgammon Club.

*We offer rigorous and challenging Advanced Placement (AP) programs in both English and Social Studies (ASCENT) in addition to Accounting and Marketing, whereby academically talented students may gain college credits by competitive examination while still in high school, thus saving time and tuition costs.

*Each year our graduates win scholarships totalling over $40,000, including Regents scholarships.

*Our graduates attend such public colleges as CUNY and SUNY. They attend many private colleges such as: Pace, Adelphi, Syracuse, C.W. Post, Long Island University, Columbia, Buffalo University, Iona, Temple, Cornell, Polytechnical Institute of New York, St. John's New York University, Howard, Penn State, Fashion Institute of Technology, Johnson and Wales, Fordham, Hofstra, U.C.L.A., Tobe-Coburn Fashion Institute.

*We are the New York City Champions for 1979, 1981 and 1982 in Boys Basketball (B Division), and our Girls Softball Team won the 1980 Division Championship.

*Our orchestral and choral music suites are equipped for broadcasts, and have individualized soundproofed practice rooms.

*Of our four gyms, two are devoted to dance and gymnastics. We have a full basketball court complete with bleachers and the latest in bodybuilding and exercise equipment.

*Our gospel choir gives concerts in our 750 seat modern auditorium, in churches, and in special locations around the city such as the Empire State Building.

*We have musical and dramatic presentations each year, as well as a spectacular Senior Show in May. Our auditorium backstage area is outfitted with changing rooms and the most modern lighting and sound equipment available.

*As part of our concern for our community, our Norman Thomas Club visits children who are in institutions at holiday times, bringing presents and the gift of friendship.

*Our Juniors and Seniors traditionally hold an annual Dude Ranch weekend trip. Over the years, in addition to this trip, we have held Winter Carnivals, weekend trips to Washington, D.C., and intersession trips to Puerto Rico and to Florida.

*Our library is fully equipped with individual reading rooms, complete audio-visual section, and an Apple computer center, in addition to the full complement of research and leisure reading materials.

*All of our students are required to take Regents or Citywide examinations in English, Social Studies, and their commercial major.

*For qualified students, our Secretarial Studies department offers a Dual Enrollment program for advanced study at New York City Technical College.

*Every fall the Guidance department, in conjuntion with the College Advisor, hosts more than 100 college and university Admission's Personnel at our College Night. Colleges and universities participate from all sections of the country.

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WHAT ARE SOME OF THE INTERESTING AND CHALLENGING SELECTIVE (OPTIONAL) COURSE OFFERINGS AT NORMAN THOMAS?

A partial listing of non-commercial courses includes:

Business English
Drama
Journalism
Yearbook
Honors
Advanced Placement English
PSAT Preparation
Beginning Band
Junior Band
Senior Band
Criminal Justice
Advanced Placement Social Studies
Pre-Calculus
Chemistry
Physics
Lifetime Sports (Advanced, Regular)
Modern Dance (Advanced, Regular)
Team Sports
Gymnastics
Wrestling-Circuit
Folk and Square Dance
Slimnastics
Tap
Jazz and Disco
Body Building and Conditioning
Racquet Sports
Physical Education Leaders Class
Leadership (School Service)

WHAT IS OUR GUIDANCE DEPARTMENT LIKE?

We have a full-time staff of five experienced counselors and one College Advisor to work with students. We employ an Omnibus Counseling model where students are alphabetically assigned to a counselor for the entire time while at Norman Thomas. Every student is seen on an individual basis twice a year. Small group conferences are held with all students at least twice per semester.

HOW CAN I APPLY TO NORMAN THOMAS HIGH SCHOOL?

Students in grade eight of intermediate and junior high schools and in grade nine in junior high school may apply for admission. Students attending grade nine in high school may apply. 25% of students admitted annually read above grade level; 25% read below grade level; and 50% read on grade level.

For further information you may contact: Admissions Coordinator, Norman Thomas High School, New York, New York 10016. You may call (212) 532-8910 extension 27 between the hours of 12 noon and 2 p.m. Monday through Friday while school is in session.

HOW CAN I BEST SUCCEED AT NORMAN THOMAS HIGH SCHOOL?

*Since the school is, in the overwhelming number of cases, outside the student's neighborhood (we have no zoning restrictions and are open to all New York City residents), a record of good attendance and punctuality take on increased importance.

*In addition, our admission procedures are designed to ensure that the student has a genuine interest in our program, that he or she has some aptitude for our program, and has no need of special programs outside our curriculum.

*While we make every effort to help those of our students who are in need of remedial programs (approximately 25% of our students are involved in Title I programs in Reading and Math, and PSEN programs in Reading and Writing), we have limited flexibility in programming because of the accelerated nature of our career programs (double periods), and offer few modified courses in either commercial or academic areas with few repeat classes. Therefore, the student who is motivated to take responsibility for himself (completing course assignments satisfactorily and on time, attending classes regularly, seeking academic help through Peer Tutoring or special remedial courses, seeking emotional or social help through Spark and our Guidance Department, taking part in student activities and school life), will be a success at Norman Thomas High School.

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Park West High School
Manhattan

Academic comprehensive programs open to Manhattan residents. Educational option and screened programs open to all New York City residents.

EDUCATIONAL OPTION PROGRAMS

Aviation
Automotive
Electronics
Computer Science

SCREENED PROGRAMS

Exploratory Food
Exploratory Maritime
Cooking and Catering
Baking
Meat Merchandising
Maritime Arts - Deck
Maritime Arts - Engine

Admission criteria and procedures

Students are chosen by random computer selection for the academic comprehensive program. For all other programs, selection is based solely on a review of the high school application. There are no tests or interviews.

"Due to the technical nature of the programs," attendance is very important. Over 15 absences is considered excessive. Student's priority choice is also important. Student ranking Park West as 5th, 6th or 7th choice is not as likely to be ranked as someone who chooses a program as 1st, 2nd or 3rd choice. For aviation, electronics looking for about an 85 average with high grades in science courses. In the computer science program, looking for higher than 85 grade average with high marks in math. Will consider female applicants with lower grades who are applying to traditionally male programs to help achieve better balance of genders. Automotive program has fewer applicants, so applicants with 80 averages have good chance.

LIMITED ENGLISH PROFICIENCY

LEP is available in Culinary.

SPECIAL EDUCATION

Special education is available in Computer Science and Culinary.

Program	Grade	Available Seats	Applicants	Total Offers
Automotive	9	35	600	278
	10	30	305	151

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Park West H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Aviation	9	100	983	411
	10	90	514	277
Baking	10	40	133	106
Computer Science	9	155	2,613	840
	10	70	1,154	455
Cooking/Catering	10	50	256	191
Electronics	9	35	756	272
	10	35	380	177
Exploratory Maritime	9	20	90	67
Maritime Arts - Deck	10	15	38	34
Meat Merchandising	10	15	16	12
Maritime Arts - Engine	10	15	28	17
Academic Comprehensive	9	50	259	143
	10	25	124	84
Exploratory Food	9	130	627	447
Special Education	9	38	266	56
	10	37	222	50

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South Bronx High School
Bronx, N.Y.

Boroughwide academic comprehensive high school with an educational option program, Bilingual Business Education and Computers, also open to Bronx residents.

EDUCATIONAL OPTION PROGRAM

Bilingual Business Education and Computers

Admission criteria and procedures

Applications are channelled to the high school from local intermediate schools. Students are accepted based on reading and math scores. Attendance is also important. The school utilizes the 25-50-25 reading level system. Tests are not required for admission to educational option programs.

LIMITED ENGLISH PROFICIENCY

LEP is available.

SPECIAL EDUCATION

Special education is available.

Program	Grade	Available Seats	Applicants	Total Offers
Business Education and Computers	9	68	312	85
	10	20	69	23
Academic Comprehensive	9	100	555	190
	10	30	66	46
Special Education	9	27	101	37
	10	0	7	0

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Townsend Harris High School at Queens College

Screened school open to all New York City residents, founded in 1984.

Admission criteria and procedures

There are two steps to the admissions process.

The first step is to pre-screen all applications. A point formula is used with applications receiving up to a maximum of 30 points. Factors assigned point values include grades in the 5 major subject areas, reading and math scores, whether students have taken honors courses and whether they have taken majors in art or music if available at their school or have at least taken electives in these subjects. The 800 students with the highest points are then invited to an interview conducted by a team of one present staff member and one member of the alumni association. 25 to 30 interview teams conduct iterviews over 5 evenings. They ask students why they are interested in the school, how they define the term humanities, and what their extracurricular interests are. They are looking for students "who can express themselves." Students are asked to compose an essay on the same evening as their interview. The topic one year was "The Person You Admire Most and Why." Essays are graded by Queens College.

From these 800 interviewees, 200 seats are filled. Whether a student is selected depends partly on the interview and essay and partly on the overall composition of the entering class which must be 50% white and 50% black, Hispanic and Asian. Moreover, the school may not fill seats with more than 7 public school students within each Queens high school zone, e.g. they may not take more than 7 students who are zoned to attend Cardozo. This is an instruction from the High School Division. The Office of Zoning & Integration has further instructed the school to take no more than 7 students zoned to each academic-comprehensive high school in the other boroughs. There are no similar restrictions in the number of private and parochial students they may take from each high school zone but no more than 25% of the entering class may be from private or parochial schools.

Students from each high school zone must be accepted in the same racial balance at the zoned high school. Thus, e.g. when choosing among applicants zoned in the Cardozo zone, they must select 3 minority students and 4 white students. The race of the student is not on the application they receive but is noted at the interview.

The school has not been permitted to accept students into the tenth grade. This was a policy of the High School Division and the interviewee could not explain the reason for the policy. The school wants to accept students as tenth graders especially since at present they have no way of filling the seats left vacant by students who choose to exercise their option of returning to their zoned school after one semster. 150 students applied for seats as tenth graders in the fall of 1984 based on the preliminary list of applicants

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received by the school, but the High School Division computer system weeded out these students and Townsend Harris did not receive their applications.

Queens College and the Alumni Association of the previous Townsend Harris High School, which operated at City College until 1942, play an "advisory" but not "supervisory" role at the school.

Other comments

There are no requirements that the school take applicants from every feeder school and, because of the other requirements, it would be difficult to do so. Some middle schools feed into 4 or 5 high schools and students applying from those schools have a better chance of getting in because, theoretically at least, Townsend Harris would be permitted to accept as many as 35 students from that one feeder school. On the other hand, if a middle school feeds into only one zoned high school, the most students that could be accepted from that middle school would be 7 and only then if no students were accepted from any other feeder school in that high school zone.

Students in districts that do not send in many applications, e.g. District 22 Brooklyn, also have a better chance of being accepted because they are competing with a smaller number of applicants.

Overall, 100 seats are filled with Queens public school students, 30 are filled with Queens private school students and the remainder is filled by students from other boroughs.

Some junior high schools in Queens have strongly discouraged their eighth graders from applying because they wish to keep these students in the junior high school in the ninth grade.

The inverviewee noted that he receives instructions on admissions policies from three different sources -- the High School Division Office, the Office of High School Admissions, and the Office of Zoning and Integration. He strongly recommends that the instructions the school is supposed to follow be committed to writing and available to the public so that they are clear to parents, students and feeder schools and so that it is clear where the instructions emanate from. The school has come under fire for rules not of its making. He would particularly like to see a written policy on applications to the tenth grade.

The interviewee has heard that the policy prohibiting the school from considering students applying to the tenth grade was to be changed, but as of September 20, 1985 the school had receiving nothing in writing to confirm or specify what the new policy would be.

LIMITED ENGLISH PROFICIENCY

Three limited English proficient students received offers for the fall 1985 entering class. Two turned the school down and one who accepted the offer was held back by the middle school.

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Townsend Harris H.S.

SPECIAL EDUCATION

The school accepted one student for the fall 1985 entering class who is now attending.

Program	Grade	Available Seats	Applicants	Total Offers
Intensive Academic	9	250*	2,073	374
Special Education	9	25	6	1**

*199 seats were actually filled.
**No offers after first round.

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BOARD OF EDUCATION CITY OF NEW YORK
TOWNSEND HARRIS HIGH SCHOOL
AT QUEENS COLLEGE
75-40 PARSONS BLVD., FLUSHING, NEW YORK 11366-1038

Dr. Malcolm G. Langmann, Principal

Telephone: (718) 969-1433

September 24, 1985

Ms. Janet Price
Advocates for Children
24-16 Bridge Plaza South
Long Island City, New York 11101

Dear Ms. Price,

I would like to append the following remarks to the report that you prepared after our discussion last week:

Item I: On Saturday, September 21, 1985, we received official notification from the Director of the High School Division that we would be required to take entering 10th graders for the coming year. This notification was made at the High School Fair, and will be follow-up with a written directive from the High School Division.

Item II: Paragraph 2, page 2: I did not state that students from districts sending fewer applications had a better chance of being accepted into the school. I stated that there were some districts (10 and 11 in the Bronx, 22 in Brooklyn) that sent fewer applications. I indicated that it was the responsibility of those districts to more actively disseminate information about our program. In addition, I stressed that fewer applications resulted in less competition for seats in our school. Our standards of selection remain the same throughout, however some districts inadvertently limit the competition by generating fewer applications. A student in one of these districts does not stand a better chance of being selected for an invitation to our school. It simply means that there is the possibility that there may be fewer qualified students to select from in such a district.

Item III: It was agreed last year that a series of instructional guidelines would be issued by the High School Division in concert with OEI. The school would respect those guidelines as part of the selection process. All parties involved had agreed to a preliminary meeting that would take place before the actual screening process began. This meeting would produce the necessary guidelines.

Please include this document with your report. Thank you!

Sincerely,

Malcolm Rossman

Malcolm M. Rossman
Assistant Principal

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ZONED SCHOOLS WITH UNZONED

BOROUGH OR CITYWIDE PROGRAMS

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Abraham Lincoln High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with educational option programs, open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAMS

Institute for Professions in Science
Pre-Veterinary Science and Animal Care

Admission criteria and procedures

Reading and math scores, grades and attendance are considered. Lateness is also a factor. Extenuating circumstances are required if a student with excessive absences is to be considered. Since these are science programs, math and science grades are very important. Students with F's are rarely given consideration. A student's choice is also very important.

No testing or interviews are required.

LIMITED ENGLISH PROFICIENCY

LEP is available. Seat count is unknown.

SPECIAL EDUCATION

Special education is available in the educational option programs.

Program	Grade	Available Seats	Applicants	Total Offers
Pre-Veterinary Science and Animal Care	9	150	993	263
	10	50	360	102
Institute for Professions in Science	9	150	1,843	275
	10	50	721	115
Special Education	9	6	132	8
	10	4	52	3

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Benjamin N. Cardozo High School
Bayside, N.Y.

Zoned academic comprehensive high school with an educational option program open to Queens residents.

EDUCATIONAL OPTION PROGRAM

Da Vinci Science-Math Research Institute

Admission criteria and procedures

Criteria for evaluating applications include math and reading scores, attendance, and grades. The highest scoring students in each category, using the 25-50-25 formula, are admitted. A student with over 20 absences is not reviewed favorably. In addition, a student's order of preference is given considerable weight. A student listing Cardozo as 14 is not likely to be considered.

There are no tests or interviews required for entrance into the educational option program.

LIMITED ENGLISH PROFICIENCY

Not available in educational option program.

SPECIAL EDUCATION

Special education is available.

Program	Grade	Available Seats	Applicants	Total Offers
Da Vinci Science-Math Research Institute	9	55	1,279	95
	10	54	683	102
Special Education	9	14	47	23
	10	9	24	20

SEE ATTACHED BROCHURE DISTRIBUTED BY SCHOOL.

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BENJAMIN N. CARDOZO HIGH SCHOOL

Da Vinci Science Mathematics And Research Institute

Barbara L. Linder, Principal

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DaVinci Science-Math Institute
-An Educational Option Program-

Who Can Apply?

The Research Institute will accept students with a broad range of abilities. Fifty percent (50%) of those admitted will function on grade level. 25% will function above grade level and 25% below. Most important, all students who are highly motivated in science and/or mathematics, who are interested in research techniques, thinking things out, and investigating scientific and mathematical puzzles and phenomena are encouraged to apply.

What Grade Must I Be In?

Students in their 8th grade in intermediate and junior high schools, and students in the 9th grade in junior (or senior) high schools can apply.

Do I Have To Live In Cardozo's Geographic Zone?

Up to one hundred (100) students outside Cardozo's zone will be admitted to the program each September.

What Minimum Requirements Will I Have To Meet In The Program?
(Above grade-level students)

Science research students will be expected to take:

5 years of Sciences

4 years of Mathematics (minimum)

1 year of Computer Science

3 years of Research class and lab

½ year of Probability and Statistics

½ year of Laboratory Techniques

½ year of Ethics in Science and Technology

Math research students will be expected to take:

5 years of Mathematics

3 years of Sciences (to include physics)

2 years of Computer Sciences

3 years of Research class and lab

½ year of Probability and Statistics

½ year of Ethics in Science and Technology

All students, science and math, will be expected to prepare a research paper/project at the end of the freshman, sophomore, junior and senior years.

Program for Students Below Grade-Level in Reading

9th grade - FAST Program (Foundational Approaches in Science Teaching), an exemplary National Diffusion Network inquiry science program.

- appropriate mathematics (e.g. Pre-algebra or Sequential Math I)
- appropriate PREP or remedial classes

10th grade - Introduction to Health Careers
- Medical Keyboarding/ Computer Literacy
- Biology
- Appropriate mathematics

11th grade - Medical Office Assisting
- Medical Lab Techniques
- Appropriate science and/or mathematics
- Computer science

12th grade - Patient Care
- Medical Office Internship
- Appropriate science and/or math electives
- Ethics in Science and Technology

Program for Students On Grade Level
9th grade - IPS (Introduction to Physical Science) or FAST Program
- Appropriate mathematics (e.g. Sequential Math I)
10th grade - Regents Biology
- Appropriate mathematics
- Computer Science (Basic)
- Biological Lab Techniques

11th grade - Regents Chemistry or Regents Physics
- Appropriate mathematics
- Computer Science (Pascal)
- Science laboratory

12th grade - Regents Physics or Regents Chemistry
- Appropriate mathematics
- Advanced Placement - Science and/or Mathematics
- Ethics in Science and Technology
- Research Seminar

What Happens If I Am Interested in The Program But My Math Or Science Background Is Not The Strongest?

Students who are motivated by the program description and an interest in research in mathematics or the sciences are encouraged to apply. Those students whose math and science backgrounds show the need for support will receive, in their first year in the program, two periods of Biology or Mathematics (rather than the usual one period). This additional class time will help build up their learning and study skills.

What Happens If I Have Trouble Understanding My Math Or Science?

There will be special tutorial classes for students who have difficulties. Also, summer programs will be proposed to build students' skills.

Can I Take Both Science and Math Research? Can I do Research in History, Economics, or the Other Social Sciences?

As you can see from the model schedules below, there are many opportunities to take electives or to make choices, especially in the upper grades. The Research Institute will be flexible, and work with students on the basis of their interests and abilities.

What Will Happen If I Start Out In The Research Program But Develop A Greater Interest In Science and Health Careers Technology?.

It is understandable that interests can change. Students who develop greater interests in related areas can take courses in laboratory technology, medical office assisting, physics of technology and other courses.

Can I Be Involved In Other School Programs If I Am In The Research Program?

Yes! There is a great degree of flexibility. Students have combined research in science and mathematics research, they have taken a research program and performing arts, they have been in the research program and in the Law Program.

What Are the Possible Careers the Research Program Might Prepare Students For?

The strong academic nature of the program basically prepares students to meet demanding college work. Possible scientific and mathematical careers include medicine, engineering, physicist, actuary, laboratory technician, crypoanalysis, computer science, historian, social scientist, and teacher of science or math.
Medical Office Assisting prepares students for positions in physicians' offices, hospitals, clinics, and health maintenance organizations.

BENJAMIN CARDOZO HIGH SCHOOL
57-00 223rd Street
Bayside, New York 11364
(718) 631-4880

BERTRAM L. LINDER
Principal

GEORGE ROSENBERG
Assistant Principal for Pupil Personnel Services

FRANK B. VENEZIA
Assistant Principal for Organization

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Bushwick High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with educational option program, open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Brooklyn Academy of Business Studies

Admission criteria and procedures

Bushwick seeks dependable, solid students. Students with 80 grades in English and math are considered favorably. A student with 43 absences is considered risky. Bushwick is not looking for geniuses. Low scoring (math/reading scores) students are not necessarily without hope of getting into the program. A student's choice is important. Bushwick seeks students with a strong interest in business. A student listing the school as 15 is less likely to be accepted.

There are no tests or interviews. Interviews are not required for the educational option program. However, if a student were to request one, then it may be granted. This has never happened to date.

LIMITED ENGLISH PROFICIENCY

LEP available in educational option program.

SPECIAL EDUCATION

Special education is available in the educational option program.

Program	Grade	Available Seats	Applicants	Total Offers
Brooklyn Academy of Business Studies	9	75	1,124	136
	10	25	246	57
Special Education	9	6	96	2
	10	4	31	1

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Christopher Columbus High School
Bronx, N.Y.

Zoned academic comprehensive high school. Columbus offers an educational option program, the Medical Science Institute, which is open to residents of the Bronx.

EDUCATIONAL OPTION PROGRAM

Medical Science Institute

Admission criteria and procedures

The program looks for students they believe have the potential for success in the program. They examine the applicants' past history and performance. A student with ninety-seven absences may not be as successful applying as a student with no absences. The program selects students from copies of applications sent from central admissions.

There are no interviews or exams for this program. The program must select students from every district in the Bronx, not only their own district.

LIMITED ENGLISH PROFICIENCY

English as a second language is available.

SPECIAL EDUCATION

Mainstreaming, etc. determined by special education department

Program	Grade	Available Seats	Applicants	Total Offers
Medical Science Institute	9	75	981	121
	10	25	525	56
Special Education	9	4	72	8
	10	2	25	3

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Erasmus Hall High School
Brooklyn, N.Y.

Zoned academic comprehensive high school. Erasmus offers screened programs in Art, Vocal Music, Instrumental Music, Dance and Drama to ninth and tenth grade students. Open to residents of New York City.

SCREENED PROGRAMS

Art
Vocal Music
Instrumental Music
Dance
Drama

Admission Criteria and Procedures

Primary criterion is talent. Standardized math and reading test scores are considered. They don't want students who are failing all their subjects. Attendance is important, although exceptional problems, such as severe illness, are taking into consideration.

An audition is conducted by the program coordinator. Every applicant gets to audition; if they are absent, sick or unable to audition, they are given another opportunity. Applicants must fill out a form before the audition regarding their interests and background. Auditions are similar for all programs. For example, vocal students must sing two selections, art students must provide six examples of their work. In the application process, most weight is given to the audition. There is no written test for these programs.

LIMITED ENGLISH PROFICIENCY

LEP students msy be accepted in instrumental, dance and art screened programs if they perform well at the audition. They may not participate in drama or vocal programs.

SPECIAL EDUCATION

There is no modification of criteria for the screened programs for special education students; they must have talent.

Program	Grade	Available Seats	Applicants	Total Offers
Art	9	75	572	51
	10	75	140	22
Dance	9	50	674	33
	10	50	179	9

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Erasmus Hall H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Instrumental Music	9	50	314	57
	10	50	92	11
Drama	9	50	425	38
	10	50	125	16
Vocal Music	9	75	545	99
	10	75	157	19
Special Education	9	12	155	21
	10	12	57	5

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Evander Childs High School
Bronx, N.Y.

Zoned academic comprehensive high school with an educational option program in athletics, sports and health, open to Bronx residents. The school also offers screened programs in creative writing, fine arts, theatre arts and music.

EDUCATIONAL OPTION PROGRAM

CASH (Careers in Athletics, Sports and Health)

Admission criteria and procedures

School tries to select applicants who have ranked the program as their first, second or third choice. They prefer students who have expressed an interest in the program. Motivation is important.

Grades are not as important as excessive absences and lateness.

There are no exams or interviews for this program.

SCREENED PROGRAMS

Creative Writing
Fine Arts
Theatre Arts
Music

Admission criteria and procedures

Similar for all programs.

Students have the option to develop professional talent, but they are not required to reach such high standards. The program is insterested in students who wish to enhance their enjoyment of the arts.

There is a lot of weight given to grades, absences and latenesses: students with too many unexcused absences and latenesses may not be accepted. Borderline cases may be given a break. Every applicant is interviewed and must audition. Interviews are conducted by teachers of the specific disciplines. They are looking for the seriousness of the student through the content of the interview. The interview has more weight than the audition. The audition is conducted at the same time as the interview. Art students should bring a portfolio of their work, which will be examined for balance, perception, interpretation, creativity and technique. Music students must bring a piece of music and will be given a selection to read on sight. However, desire is more important than skill. For example, the applicant's vocal quality is not considered above their interest. A student who can't play an instrument may be ranked higher than a student with a poor attitude who can play well.

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Evander Childs H.S.

LIMITED ENGLISH PROFICIENCY

English as a second language program is offered by the school. LEP applicants are tested the same as other students. Other students assist LEP students with verbal communication.

SPECIAL EDUCATION

Interviewee claims that special education students have attended screened programs with great results. Mainstreaming assessed by special education department.

Program	Grade	Available Seats	Applicants	Total Offers
CASH	9	64	782	210
	10	30	349	160
Fine Arts	9	34	277	30
	10	34	92	12
Creative Writing	9	34	342	43
	10	40	119	13
Music	9	60	459	45
	10	87	174	18
Theatre Arts	9	30	281	15
	10	35	112	9
Special Education	9	6	163	1
	10	6	49	0

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Far Rockaway High School
Queens, N.Y.

Zoned academic-comprehensive high school with educational option and screened programs, open to all Queens residents.

EDUCATIONAL OPTION PROGRAM

Humanities and Arts
Medical Careers Program
Pre-Engineering

Admission criteria and procedures

All students who apply are admitted unless their reading scores are so poor as to suggest that they would be unable to function.

Other comments

Students who live in other parts of the city generally transfer in the second
semester because of traveling time. Because of the school's location on the peninsula, it is difficult to fill all the seats in the program.

SCREENED PROGRAM

Pre-Engineering

Admission criteria and procedures

Selection based solely on review of application. The vast majority of appli-
cants are accepted. All acceptances for this fall were in first round. There was no waiting list.

LIMITED ENGLISH PROFICIENCY

School has a bilingual program for Spanish-speaking students and an English as a Second Lanuage program.

SPECIAL EDUCATION

Programs in Medical Careers and Humanities and Arts.

Program	Grade	Available Seats	Applicants	Total Offers
Pre-Engineering	9	80	143	110
	10	40	82	70
Medical Careers Program	9	200	446	300
	10	70	188	110

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Far Rockaway H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Humanities and Arts	9	80	147	66
	10	20	84	27
Special Education	9	10	38	15
	10	0	27	6*

*No offers made until third round.

SEE ATTACHED BROCHURE DISTRIBUTED BY SCHOOL.

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BOARD OF EDUCATION, THE CITY OF NEW YORK

FAR ROCKAWAY HIGH SCHOOL
BAY TWENTY-FIFTH STREET and OCEAN CREST BOULEVARD
FAR ROCKAWAY, N. Y. 11691

DIANA CAGLE, PRINCIPAL

FAR ROCKAWAY 7-8000

SEP 23 1985

Sept 23, 1985

Ms Janet Price
Advocates for Children

Dear Ms Price,

We have updated the summary you sent us for your report on High School Admissions. Also enclosed is information about the three special programs which would be useful for public distribution.

If I can be of any additional assistance please call.

Sincerely,

Ronald Lozada
Assistant Principal Attendance

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Note: Corrected version received from Far Rockaway.

Far Rockaway High School
Queens, N.Y.

Zoned academic-comprehensive high school with educational option and screened programs, open to all Queens residents.

EDUCATIONAL OPTION PROGRAM

Humanities and Arts
Medical Careers Program
Pre-Engineering

Admission criteria and procedures

All students who apply are admitted ~~unless their reading scores are so poor as to suggest that they would be unable to function~~ in accordance with Board of Education policy: 25% above level in Reading, 50% on level in Reading; 25% below level in Reading.

Other comments

Students who live in other parts of the ~~city generally transfer in the second semester because of traveling time. Because of the school's location on the peninsula, it is difficult to fill all the seats in the program~~ borough are urged to take a trial trip by public transportation to be certain that travel time is not excessive.

SCREENED PROGRAM

Pre-Engineering -- students should be at or above grade level in mathematics.

Admission criteria and procedures

Selection based solely on review of application. The vast majority of applicants are accepted. ~~All~~ Most acceptances for this fall were in first round. There was no waiting list.

LIMITED ENGLISH PROFICIENCY

School has a bilingual program for Spanish-speaking students and an English as a Second Language program. After School Occupational Education Programs in Computers, Health Careers, and Law will begin this term for these students.

SPECIAL EDUCATION

Program in Medical Careers and Humanities and Arts.

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FAR ROCKAWAY HIGH SCHOOL DIANA CAGLE, PRINCIPAL

MAGNET PROGRAMS (For eligible students who reside within and outside the Far Rockaway High School zone and who live in Queens).

I. PRE-ENGINEERING, TECHNICAL PROGRAM

AIM: The program is designed to prepare students for technical or professional careers in Engineering or Science. These students would have the option after graduation of full-time study in a college or technical institute, or part-time study, with a job, utilizing the skills learned.

DESCRIPTION: A core program in Science, Mathematics, Engineering, Drafting, and special shops is designed to give each student an in-depth experience as preparation for a career utilizing modern technology. The program is designed to provide four years of Mathematics (including use of the computer), and three years of Mechanical Drafting. Each sequence of courses is designed to provide the student with a traditional high school education as well as advanced preparation for success in engineering colleges and industry. An elaborate group of shops, laboratories, drafting rooms, a computer center, and the expertise of trained faculty members will facilitate an enriched program for students.

CRITERIA FOR ADMISSION: Students are expected to demonstrate mathematical proficiency and are required to read at or above grade level.* Further information can be obtained by calling Mr. F. Cohn (Assistant Principal, Mathematics) at Far Rockaway High School, FA7-6000. Applications are due to your school counselor by November 1st.

* This decision will be made after an examination of the record by Admissions Committee.

II. HEALTH CAREERS - GERONTOLOGY PROGRAM

AIM: To prepare students for various health careers including medicine.

DESIGN: The program will be multi-leveled in order to prepare students for: 1) Entry level jobs immediately upon high school graduation, 2) Admission to a pre-medical program at a four year college or university.

DESCRIPTION: Students will take a science core of General Science, Biology, Chemistry, Introduction to Health Careers and Psychology. They will choose from many electives, those offerings which best meet their individual needs. Physics, College Biology, Anatomy and Physiology, Emergency Medical Tech., Health Assisting, Clinical Services, Recreational Leadership, Medical Office Procedures, Medical Laboratory Techniques and more. A culmination of course work will be on-site clinical experience in community facilities in the eleventh and twelfth grades.

CRITERIA FOR ADMISSION: Demonstrated interest. Competence in reading, math and science. Reliability evidenced by the student's record of attendance and punctuality. Further information can be obtained by calling Mrs. S. Solomon (Assistant Principal, Science) at Far Rockaway High School, FA 7-6000. Applications are due to your school counselor by November 1st.

III. HUMANITIES AND THE ARTS PROGRAM

AIM: To afford students an opportunity for the concentrated study of, and for creative expression in, literature and writing, dance and visual arts, dramatics and music, and those other areas referred to as 'the humanities' and 'the arts'. The school resources will be used as well as the cultural resources of the city. The program will provide an opportunity for students with like interests to work together in a program which will have as its focus the development and encouragement of skills in the humanities. Students will be able to meet all requirements for high school graduation and college admission while simultaneously enriching themselves in the various creative arts and humanities studies.

DESIGN: The Humanities and Arts Program will be composed of two separate blocks of school time. In the first of these, comprising approximately half of each school day, the students will be organized as a 'school within a school' setting: flexibility in programming and scheduling will afford them the opportunity to meet as a unit for special performances, meetings with visiting artists and creative thinkers, workshops, and field trips to cultural centers. The second part of each school day will be spent in classes in the larger school setting. During this part of the day, the Humanities and Arts students will study those disciplines outside the purview of the program but necessary or desirable for high school graduation and college placement. Sciences, Math and Foreign Language study will be included.

CRITERIA FOR ADMISSION: A demonstrated interest in the humanities and/or the arts and an acceptable record of attendance and punctuality. Further information can be obtained by calling Mr. Schrier (Assistant Principal, Arts) at Far Rockaway High School, FA7-6000. Applications are due to your school counselor by November 1st.

IV. FOR GENERAL INFORMATION about Far Rockaway High School, interested schools, individuals and speakers contact Mr. R. Posner, Assistant Principal, Guidance, Far Rockaway High School, 821 Bay 25 Street, Far Rockaway, New York 11691 (FA7-6000).

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Forest Hills High School
Forest Hills, N.Y.

Zoned academic comprehensive high school. An educational option program, Law and Humanities Institute, is open to residents of Queens.

EDUCATIONAL OPTION PROGRAM

Law and Humanities Institute

Admission criteria and procedures

Applicants' grades, standardized test scores, their rank of the program on their application and their general performance in school are the major criteria.

LIMITED ENGLISH PROFICIENCY

The educational option program considers the LEP students' scores and length of time in this country, as well as their interest in the program. (A separate program, Training in Occupations and Language for Limited English Proficiency Students, is available in other occupational areas.)

SPECIAL EDUCATION

Mainstreaming is done by Committee on the Handicapped.

Program	Grade	Available Seats	Applicants	Total Offers
Law and Humanities Institute	9	40	1,167	63
	10	120	695	126
Special Education	9	6	52	8
	10	6	32	4

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Franklin D. Roosevelt High School
Brooklyn, N.Y.

Zoned academic-comprehensive high school with educational option program open to all Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Business Careers and Computer Technology

Admission criteria and procedures

Priority given to students who rank program as one of their four top choices. School looks at grades, particularly English and mathematics, and at mathematics test score because math is important in computer and accounting courses. No preference is given to students from the zone.

LIMITED ENGLISH PROFICIENCY

ESL program. Same criteria used in ranking LEP students.

SPECIAL EDUCATION

Parallel program.

Program	Grade	Available Seats	Applicants	Total Offers
Business Careers and Computer Technology	9	66	3,182	225
	10	34	1,245	68
Special Education	9	8	160	10*
	10	0	67	5*

*No seats were offered to special education students until the third round. One seat was filled in the 9th grade; two in the 10th grade.

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George Washington High School
Manhattan

Zoned academic comprehensive high school, with seats available to out-of-zone Manhattan residents as space permits.

EDUCATIONAL OPTION PROGRAM

Business Career Center

Admission criteria and procedures

The selection criteria are liberal. The students' reading and math scores are considered. However, the highest score is not always taken. Attendance is important. A student with forty unexplained absences is not viewed favorably. Finally, a student's order of preference is reviewed. They prefer students who wish to attend Washington H.S.

LIMITED ENGLISH PROFICIENTY

There is an LEP component to the Business Careers Center. LEP students receive instructions in their native language.

SPECIAL EDUCATION

Special education seats are available.

Program	Grade	Available Seats	Applicants	Total Offers
Business Careers Center	9	100	291	139
	10	30	239	35
Academic Comprehensive	9	48	285	66
	10	46	155	47
Special Education	9	12	67	18
	10	0	57	5

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Harry S. Truman High School
Bronx, N.Y.

Zoned academic high school with educational option program open to Bronx residents.

EDUCATIONAL OPTION PROGRAM

Business and Banking Institute

Admission criteria and procedures

In order of importance, criteria used are 1) student's choice, 2) student's reading and math scores, 3) attendance, 4) ethnic and district distribution--i.e. how many students from each district. School does not necessarily select the highest scoring students from each testing category (25-50-25).

Other comments

School indicated that computer operations made mistake and acceptance letter was sent to the wrong students. A second letter was sent out to these students "correcting the error."

LIMITED ENGLISH PROFICIENCY

None in educational option program.

SPECIAL EDUCATION

Same criteria as for regular education students.

Program	Grade	Available Seats	Applicants	Total Offers
Business and Banking Institute	9	68	1,250	165
	10	34	711	87
Special Education	9	12	97	26
	10	0	27	0

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Herbert H. Lehman High School
Bronx, N.Y.

Zoned high school with an educational option program, Academy for Computer Technology, open to Bronx residents.

EDUCATIONAL OPTION PROGRAM

Academy for Computer Technology

Admission criteria and procedures

Interviewee stated that only students listing Lehman as their first or second choice are considered. Factors considered include types of courses taken and attendance records. Lehman is looking for students with grades above 90 and high school grade equivalent scores on standardized math tests. Although this is an education option program, the interviewee indicated that they are looking for 11th and 12th grade reading scores.

No tests are required for entrance into the program. However, pre-screening interviews are conducted. 500 to 600 students are sent invitations for an interview. 350 to 400 students are actually interviewed. Interview questions include: hobbies, school service, why computer programming, future plans. All students interviewed are ranked but order of ranking depends on a combination of their academic records and their ability to answer questions at the interview.

LIMITED ENGLISH PROFICIENCY

Not available in educational option program.

SPECIAL EDUCATION

Special education component available.

Program	Grade	Available Seats	Applicants	Total Offers
Academy for Computer Technology	9	40	2,952	72
	10	60	1,383	106
Special Education	9	5	236	7
	10	10	49	4

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Hillcrest High School
Jamaica, N.Y.

Zoned academic comprehensive school with screened and educational option programs.

SCREENED PROGRAMS

Pre-Medical
Practial Nursing
Dental Office Assistant

Admission criteria and procedures

Applicants to the Pre-Medical program must take an examination. In order to take the examination, a student must be reading on grade level and have a grade point average of 80% or better. Eighth grade applicants who receive the top 100 scores and ninth grade applicants who receive the top 50 scores are offered seats in the program. Interviewee would not reveal name or type of test.

Applicants with average of 80% or better are eligible for Practical Nursing and Dental Office Assistant programs. Youngsters are selected based on their grades and attendance. Both programs take only 10th graders.

EDUCATIONAL OPTION PROGRAM

Arts Career Institute
Theatre Arts

Admission criteria and procedures

Youngsters are selected based on their grades and attendance. There is no screening process (i.e. audition, review of a portfolio).

LIMITED ENGLISH PROFICIENCY

There is an ESL program at Hillcrest but not in the screened and educational option programs.

SPECIAL EDUCATION

Special education students who meet the selection criteria for the various screened and educational option programs are accepted.

Program	Grade	Available Seats	Applicants	Total Offers
Arts Career Institute	9	100	345	150
	10	100	157	106

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Program	Grade	Available Seats	Applicants	Total Offers
Dental Office Assistant	10	65	195	70
Theatre Arts	9	100	489	144
	10	100	239	106
Pre-Medical	9	100	1,943	302
	10	50	805	96
Practial Nursing	10	100	403	148
Special Education	9	25	122	52
	10	35	92	51

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BOARD OF EDUCATION CITY OF NEW YORK

HILLCREST HIGH SCHOOL

160-05 Highland Avenue • Queens, New York 11432 • Telephone: (718) 658-5407

STEVEN FELDMAN, Principal

1985

September 13, 1985

Ms. Janet Price
Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N. Y. 11101

Dear Ms. Price:

As regards your letter of September 4, 1985 (copy attached), it would appear to be more appropriate if your concerns were directed to the High School Division at 110 Livingston Street, Brooklyn, N. Y.

Sincerely,

Leon Nissenfeld
Assistant Principal

LS:rb
Encl.

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ADVOCATES FOR CHILDREN

of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

(718) 729-8866

Jane R. Stern
Executive Director

September 4, 1985

MEMORANDUM

TO: Assistant Principal for Guidance/Hillcrest High School

FROM: Janet Price, Advocates for Children

RE: Hillcrest's Screened and Educational Option Programs

We have indicated, based on our interview notes, that none of your educational option or screened programs are available to limited English proficient students. Please let me know if this is not correct.

Also, please indicate whether the test used for the pre-med program was developed by Hillcrest. If not, who prepared it?

Also, did Hillcrest need the approval of a superintendent or other system official in order to use the test? If so, who approved the test?

Please use the enclosed postpaid envelope to respond.

JP:rh
Encs.

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Dedicated to the protection of every young person's right to an education

James Madison High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with an educational option program, Center for Administration and Management, open to Brooklyn residents only.

EDUCATIONAL OPTION PROGRAM

Center for Administration and Management

Admission criteria and procedures

Factors taken into consideration are reading and math scores, attendance,
and students' choice. If a student has more than 15 absences without excuse, i.e. hospitalization, combined with other factors will likely result in rejection. Moreover, an 8th grade student reading below 7th grade level will in all probability be rejected.

LIMITED ENGLISH PROFICIENCY

Seats are available in the educational option program.

SPECIAL EDUCATION

Special education is available in educational option program.

Program	Grade	Available Seats	Applicants	Total Offers
Center for Administration and Management	9	120	2,678	358
	10	40	933	114
Special Education	9	15	126	43
	10	0	31	0

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BOARD OF EDUCATION
THE CITY OF NEW YORK

JAMES MADISON HIGH SCHOOL
3787 BEDFORD AVENUE
BROOKLYN, NEW YORK 11229

NORMAN FISHER
PRINCIPAL

TELEPHONE
377-0400

RECEIVED
SEP 13 1985

September 9, 1985

Advocates For Children of N.Y., Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

Att: Ms. Janet Price

Dear Ms. Price:

Enclosed herewith please find a copy of the summary of your interview with our school.

Please be advised that under "Admission criteria and procedures" the last two sentences are inaccurate and must be deleted.

Please delete the following:

"If a student has more than 15 absences without excuse, i.e. hospitalization, combined with other factors will likely result in rejection. Moreover, an 8th grade student reading below 7th grade level will in all probability be rejected."

Sincerely,

Sheila Cohen

SHEILA COHEN
Assistant Principal
Pupil Personnel Services

SC/jf
Encl.

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John Adams High School
Ozone Park, N.Y.

Zoned academic comprehensive high school with an educational option program, Institute for Careers in Sports, open to Queens residents.

EDUCATIONAL OPTION PROGRAM

Institute for Careers in Sports

Admission criteria and procedures

Although selections are made based on the 25-50-25 formula, students in each category are selected across the board without necessarily selecting students with the highest scores. Distance from the school is also considered an important factor. If a student resides in the Bronx, he/she may be given a lower ranking than a student residing in Queens. It seems unrealistic to expect students from the Bronx to travel to Queens in order to go to high school. John Adams also seeks a gender mix. 50% male and 50% female is expected for the incoming class. 100 to 80 absences is considered risky. All of the above factors are taken into consideration. There are no tests or interviews for entry into the program.

Other comments

The AP recommends decreasing the amount of choices students have in high school selection. Junior high school counselors don't have the expertise to counsel students on the various programs available to them.

LIMITED ENGLISH PROFICIENCY

Seats are available in the educational option program.

SPECIAL EDUCATION

Seats are available in the educational option program.

Program	Grade	Available Seats	Applicants	Total Offers
Institute for Careers in Sports	9	50	522	128
	10	0	170	0
Special Education	9	12	48	21
	10	9	26	0

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John Bowne High School
Flushing, N.Y.

Zoned academic comprehensive high school. The school offers screened programs in agriculture.

SCREENED PROGRAMS

Exploratory Agricultural Core Program
Introduction to Agricultural Careers

Admission criteria and procedures

Similar for both programs. Looking for students with a genuine interest in agriculture.

The school selects students for program. Students are tested through an interest inventory test. The test was developed by the school and has been published. An interview is required following the interest inventory. Interviews are conducted by the staff of the program, who are looking for the student's interest in the program more than anything else.

Applicants' standardized test scores are considered in the selection process. However, grades are weighted less than 20% significance in the selection process. Little weight is given to absences and latenesses.

LIMITED ENGLISH PROFICIENCY

The agricultural programs accept LEP students and allow them to speak in their native language as much as possible.

SPECIAL EDUCATION

Special education does their own testing parallel to the procedures of the agricultural programs. The same criteria apply to special education applicants to the program, although they may be modified for individual circumstances.

Program	Grade	Available Seats	Applicants	Total Offers
Introduction to Agricultural Careers	10	75	255	132
Exploratory Agricultural Program	9	100	572	202
Special Education	9 10	15 8	36 38	20 16

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John Jay High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with educational option program open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Criminal Justice Program

Admission criteria and procedures

Applicants are put in one of two stacks. Stack 1 is for students who have ranked the school from 1 to 5. Stack 2 is for students who have ranked the school 5 and up. Within each stack students get A ratings if they have averages in the 90s, B ratings if they have averages in the 80s and C ratings if they have averages in the 70s. Attendance also is considered. Over 20 absences without extenuating circumstances indicated is considered "risky." Students in Stack 1 are given more favorable consideration.

LIMITED ENGLISH PROFICIENCY

Not available in educational option program.

SPECIAL EDUCATION

Available. Admissions criteria are the same as the regular program.

Program	Grade	Available Seats	Applicants	Total Offers
# Criminal Justice	9	100	2,807	439
	10	50	1,011	267
Special Education	9	6	155	18

Note: Corrected version received from John Jay.

John Jay High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with an educational option program, Criminal Justice Program, open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Criminal Justice Program

Admissions criteria and procedures

Math and reading scores, attendance, achievement, and student's preference are all considered. Two stacks are given ABC ratings. Ratings are based on grades and attendance. A (90s), B (80s), C (70s). Stack 1 - students who have ranked the school from 1-5 and Stack 2 - students who have ranked the school 5 and up. Stack 1 students are given a more favorable consideration.

Over 20 absences without extenuating circumstances is considered risky.

There are no tests or interviews.

Open to students with Limited English Proficiency.

LIMITED ENGLISH PROFICIENCY

Not available in the Criminal Justice Program. Bi-Lingual instruction not available in the C.J. Program.

SPECIAL EDUCATION

Special education is available in the educational option program. Admission criteria are the same as for the regular program.

Program	Grade	Available Seats	Applicants	Total Offers
Criminal Justice Program	9	100 175*	2,807	439
	10	50 75*	1,011	267
Special Education	9	6	155	18
	10	6	84	18

*Available seats were increased for the incoming '85 class.

Julia Richman High School
Manhattan

Zoned academic comprehensive high school, with seats available to out-of-zone Manhattan residents as space permits.

The school offers an educational option program in practical nursing. Eight and ninth grade students in intermediate, junior high and high school may apply for admission.

The school also offers a screened program, Talent Unlimited, open to all New York City students talented in dance, drama, stage arts, musical theatre, instrumental and vocal music.

EDUCATIONAL OPTION PROGRAM

Nursing

Admission criteria and procedures

The school selects students from applications sent from central admissions. Within each group of students (25% below grade level, 50% on grade level, 25% above grade level reading scores), the school looks for students who are best suited for the program.

Grades and attendance are important, but not critical. There are no interviews or exams for this program.

SCREENED PROGRAM

Talent Unlimted

Admission criteria and procedures

Open by audition to all New York City students. Portfolio required for students of fine arts.

LIMITED ENGLISH PROFICIENCY

School offers students with limited English proficiency a bilingual program in Spanish and English as a second language. There are few LEP students in the school.

SPECIAL EDUCATION

Special education personnel select and mainstream students.

Julia Richman H.S.

Program	Grade	Available Seats	Applicants	Total Offers
Nursing	9	160	1,476	323
	10	120	1,427	249
Talent Unlimited	9	100	732	101
	10	150	312	62
Special Education	9	10	123	19
	10	10	113	12

Lafayette High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with an educational option program, open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Pre-Engineering and Computer Institute

Admission criteria and procedures

25-50-25 system is used. Principal and program coordinator help to rank students. Reading scores, academic records, and attendance are all considered. Student has a better chance if he/she lists the program as first to fourth choice.

No tests or interviews are required for entrance into the educational option program.

LIMITED ENGLISH PROFICIENCY

English as a second language is available in the school, but not in the educational option program.

SPECIAL EDUCATION

Special education is available in the educational option program.

Program	Grade	Available Seats	Applicants	Total Offers
Pre-Engineering and Computer Institute	9	200	2,572	538
	10	100	917	275
Special Education	9	6	118	6
	10	6	68	17

Louis D. Brandeis High School
Manhattan

Zoned academic comprehensive high school with an educational option program open to Manhattan residents.

EDUCATIONAL OPTION PROGRAM

Academy of Finance

Admission criteria and procedures

Criteria used in evaluating the applications are as follows: math and reading scores, grades, attendance, and a student's choice. The top scores are selected from each grouping (i.e. scoring below, at, and above grade level).

LIMITED ENGLISH PROFICIENCY

No LEP component exists. This was the first year of the program.

SPECIAL EDUCATION

Special education is available

Program	Grade	Available Seats	Applicants	Total Offers
Academic Comprehensive	9	35	620	44
	10	40	362	54
Academy of Finance	9	65	195	123
	10	34	261	118
Special Education	9	7	62	35
	10	5	98	61

Midwood High School
Brooklyn, N.Y.

Zoned high school plus citywide screened programs run in cooperation with Brooklyn College.

COLLEGIATE

Academic comprehensive program for students in zone.

Admission criteria and procedures

Students in Midwood feeder schools must fill out an optional assignment application. They are unlikely to obtain a seat at Midwood unless they indicate it as their first choice, even though it is their zoned school.
About 40% of the seats at Midwood are filled through the optional assignment process. The rest are in screened programs.

SCREENED PROGRAMS

Medical Science Institute
Humanities Program
Fine and Performing Arts

Admission criteria and procedures

Similar for all programs. Looking for "the best school that we can get."

Applications are reviewed. Looking for test scores above grade level, honors level courses. Grades are important, especially in courses relevant to the program. For the Medical Science Institute, looking for course work in algebra or sequential math. In the Fine and Performing Arts, looking for evidence of course work in music and arts -- e.g., a vocal music course on transcript. For Humanities, seeking high grades in English, history and advanced level in foreign language courses. Latenesses are frowned on.

The next step is the interview. Only 15% of those applying are granted interviews. Most of those interviewed are accepted. It is as much a guidance as a screening mechanism to determine how interested the student is in the program, since middle school counselors "don't have enough time to really think about whether a school is right for a student." At interview, looking for "well-rounded" student. Ask about participation in extracurricular activities or community service. Ask whether they play a muscial instrument and what books they read. Ask about participation in math or science fairs. If student applying to the Medical Science Institute has not participated in a fair, they ask what project s/he might have done given the opportunity.

Other Comments

Medical Science program gets five applications to every one for the other two programs because it is older and more established. Seek to have representation from every Brooklyn district plus other areas that send significant

number of applications -- e.g., Lower Manhattan, Bell Harbor and the Rockaways. Midwood is about 50% white. Claims ratio same for both collegiate and screened programs. Approximately 40% of the students in screened programs come from private and parochial schools.

LIMITED ENGLISH PROFICIENCY

Available in collegiate program only.

SPECIAL EDUCATION

80-seat magnet program in health careers.

Program	Grade	Available Seats	Applicants	Total Offers
Fine and Performing Arts	9	50	1,561	47
	10	30	660	18
Medical Science Institute	9	179	4,232	260
	10	80	1,750	123
Humanities	9	154	1,374	201
	10	100	583	143
Special Education	9	24	184	33
	10	8	66	6

SEE ATTACHED COPY OF BROCHURE DISTRIBUTED BY SCHOOL.

BOARD OF EDUCATION
CITY OF NEW YORK

MIDWOOD HIGH SCHOOL
BEDFORD AVENUE AND GLENWOOD ROAD
BROOKLYN, NEW YORK 11210
859-9200

LEONARD J. HARRISON, PRINCIPAL

ARTHUR DALY
ASSISTANT PRINCIPAL
PUPIL PERSONNEL SERVICES

SEP 16 1985

September 11, 1985

Ms. Janet Price
Advocates for Children
24-16 Bridge Plaza South
Long Island City, New York 11101

Dear Ms. Price:

In reply to your request for updating and correcting the report which your agency will publish, I would like to make the following changes:

(1) Admission criteria and procedures
a) The notation that 40% of the seats at Midwood are filled through the optional assignment process is incorrect. This number varies from year to year based on the number of applications we receive. It would be best to delete the 40% figure.

b) Please omit "looking for the best we can get." It should say (more accurately) that we are seeking the students who show the greatest promise for success in the programs.

(2) Screened Programs

The Fine and Performing Arts Program is now called the Humanities-Music Program.

Sincerely,

Arthur Daly
Assistant Principal
Administration

AD:jf

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Midwood forms liaison with Brooklyn College

Midwood High School, which has had a long-standing tradition of academic excellence and community service, has been designated the Campus High School at Brooklyn College. The Campus School will feature the already prestigious Medical Science Institute, the equally challenging Humanities Program, the Humanities-Music Program, and the Collegiate Program. Associated with the Campus School is a distinquished array of scholars and community leaders devoted to the advancement of medicine, the sciences, and the humanities.

Students at the Campus School will profit from a rich and varied curriculum, permitting them to experience career exploration which will facilitate their choices of college and professional school.

HIGHLIGHTS OF THE CAMPUS SCHOOL

*An enriched college and career oriented program leading to high school Regents endorsed diploma

*Opportunities to utilize Brooklyn College facilities and resources; e.g., library, Humanities Institute, laboratories, theater, recreational facilities

*Guest lecturers from Brooklyn College visiting Midwood High School classes in appropriate curriculum areas

*Where eligible, participation in Brooklyn College summer and weekend programs

*Participation in appropriate college cultural and career programs at Brooklyn College

*Liaison between student extra curricular programs at Midwood High School and at Brooklyn College

*Senior year: courses at Brooklyn College campus for qualified students; e.g., Physics, Economics, Art, Greek, Linear Algebra, Western Culture

CURRENT AND PROJECTED ELECTIVES TO BE OFFERED IN THE CAMPUS SCHOOL

In addition to the mandated enriched sequences in the major subject areas, the Campus School will offer the following electives:

SCIENCES: Biomedical Genetics, Hematology, Laboratory Health Techniques, Science Research Projects, Photomicrography, and Medical Illustration, Psychobiology, Astronomy, Meteorology, Advanced Placement Biology, Advanced Placement Physics, Advanced Placement Chemistry, Bacteriology, Organic Chemistry, Physiology, Science Workshop, Experimental Psychology, Introduction to Engineering, Emergency Medical Care

MATHEMATICS: Enriched Mathematics Curriculum, including: Pre-Calculus Mathematics, Advanced Placement Calculus, Computer Programming, Probability and Statistics, Mathematical Analysis, Mathematics Research Projects, and a Medical Science Mathematics Core

HUMANITIES:

English	Social Studies	Foreign Languages
Creative Writing	Constitutional Law	French
Mass Media	Asian Studies	Spanish
Journalism	Govt.-Model Congress	Italian
The Modern Novel	Community Service	Latin
Film Arts	Japanese History and Culture	Japanese
World Classics	Political Science	Hebrew
American Classics	Introduction to Law	Russian
Advanced Placement	A.P. American History	
	A.P. European History	
	Experimental Psychology	

ARTS:

Fine Arts	Music	Drama
History of Art	Concert Orchestra	Dramatics
Sculpture	Concert Band	Theater Production Workshop
Painting	Piano	World Theater
Photography	Theory	
Studio Art	Composition	
Calligraphy	Beginning and Advanced Strings	
	Beginning and Advanced Winds	
	Mixed Chorus	
	Men's Chorus	
	Women's Chorus	
	Madrigal Chorus	
	History of Music	

CAREER AREAS: Pre-Engineering, Architectural Drafting, Business Education, Mechanical Drawing

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MIDWOOD 12TH YEAR/BROOKLYN COLLEGE 1ST YEAR PROGRAM

Midwood High School seniors in the Humanities Program, the Medical Science Institute, and Humanities-Music Program will have the opportunity to combine Brooklyn College freshman year courses with advanced placement courses to constitute a full first-year college program. Each semester of the 12th year, students in the programs may fulfill the two stipulated electives by enrolling in regular sections of the Brooklyn College first tier core courses (Core Studies 1, 2.1, 2.2, 3 or 4) on the Brooklyn College Campus. Qualified seniors with special permission may also be admitted to Brooklyn College sections of courses in English, economics, fine arts, music performance, or to foreign language, math, or science electives, which are not offered at Midwood High School.

GUIDELINES FOR ADMISSION TO MIDWOOD HIGH SCHOOL AT BROOKLYN COLLEGE

The Humanities Program, Medical Science Institute, and Humanities-Music Program of Midwood High School at Brooklyn College are open generally to 8th or 9th grade students who reside in New York City.

Students applying for admission to these programs at Midwood High School at Brooklyn College must meet the following requirements:

1. Demonstration of general academic ability and potential for excellence through grade achievement and interest.
2. Student should be performing at least two years above grade level in reading and mathematics.
3. A personal interview for those meeting the first two requirements.

For further information, contact the Admissions Office at (718) 859-0360

It is the policy of the New York City Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Nancy Scott, Local Equal Opportunity Coordinator, Division of High Schools, 110 Livingston Street, Brooklyn, N.Y. 11201; Mercedes Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, N.Y. 11201; or to Charles Tejada, Director, Office of Civil Rights, Department of Education, 26 Federal Plaza, Room 33-130, New York, N.Y. 10278; Midwood High School LEOC: Mrs. M. McGovern

STUDENT ACTIVITIES

Academic Olympics
Akiva Jewish Culture Club
Archon Service Society
Argus-School Newspaper
Art Squad
Arista Honor Society
Asian Society
Audio-Visual Squad
Beacon Christian Culture Club
Bicycle Club
Boosters
Cheerleaders
Chess Club
Class Trips
  Freshmen
  Sophomore
  Junior
  Senior
Concert Band
Close Up, D.C.
Debate Team
Drama Workshop
French Club
Great Issues Club
Improvisation Club
International Festival
Key Club
Leaders Club
Math Team
Mixed Chorus
Mock Trial
Model Congress
Orchestra
Stage Band

Publications
  Insight-Psychology
  Forum-Social Studies
  Lemma-Math
  Patterns-English
  Prism-Science
  Rapport-Language

Senior Activities
SING
S.P.A.R.K
Student-Faculty Sports Events
Twirlers
Video Tape Squad
West Indian Society
Student-Faculty Talent Showcase

CITY OF MIDWOOD

Student Government Organization
Board of Estimate
Consultative Council
Election Commission
Executive Council
Social Studies City Council

BOYS' VARSITY TEAMS
Basketball
Baseball
Bowling
Football
Handball (Coed)
Soccer
Swimming
Tennis
Track (indoor, outdoor, cross country)

GIRLS' VARSITY TEAMS
Basketball
Bowling
Handball (Coed)
Soccer
Softball
Swimming
Track (indoor, outdoor, cross country)
Tennis
Volleyball

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Morris High School
Bronx, N.Y.

Zoned academic comprehensive high school with an educational option program, Model Urban School, open to Bronx residents.

EDUCATIONAL OPTION PROGRAM

Model Urban School

Admission criteria and procedures

Applications are received from feeder schools. Everything is taken into consideration: grades, standardized test scores, attendance. The highest reading and math scores are not necessarily selected first. A racial, sexual, ethnic balance is sought. However, there are no quotas.

Other comments

The AP noted that attracting Black and Hispanic males to the Model Urban School is difficult.

LIMITED ENGLISH PROFICIENCY

A LEP component is available. A broader orientation program is provided. In addition to being oriented to the school, students are introduced to the Bronx area. LEP students are mainstreamed if they receive a L.A.B. score higher than 21. The admission criteria are the same. The number of the available seats in the LEP program was not available.

SPECIAL EDUCATION

A special education component is available. Ten seats were available in 1984. The admission criteria are the same.

Program	Grade	Available Seats	Applicants	Total Offers
Model Urban School	9	90	547	473
	10	10	88	46
Special Education	9	17	133	32
	10	0	14	0

Sheepshead Bay High School
Brooklyn, N.Y.

Zoned high school with an educational option program open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

The School for Human Sciences, Health Services and the Performing Arts

Admission criteria and procedures

Grades, attendance, latenesses, math scores weigh heavily in admissions process. If student has high scores but low grades, s/he will not be accepted, generally. School also takes into account recommendations from outside sources (e.g. guidance counselors).

Other comments

Students living within the zone are automatically accepted into the program. Students from outside the zone must apply through the high school admissions process. There is pressure from parents and others within the zone to get more seats in the program for the 1986-87 school year.

LIMITED ENGLISH PROFICIENCY

The program has been instructed to accept 30% LEP students.

SPECIAL EDUCATION

Self-contained special education classes offer a similar program.

Program	Grade	Available Seats	Applicants	Total Offers
School for Human Sciences, Health Services and the Performing Arts	9 10	35 65	2,359 874	130 167
Special Education	9 10	5 5	141 44	12 8

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SHEEPSHEAD BAY HIGH SCHOOL

3000 AVENUE X
BROOKLYN, N. Y. 11235
TELEPHONE: SH. 3-4061

WALTER A. HARRIS, Principal

SEP 12 1985

September 9, 1985

Advocates for Children
24-16 Bridge Plaza South
Long Island City, N.Y. 11101

Attention: Ms. Mary Yamagata

Dear Ms. Yamagata:

Thank you for your letter requesting clarification with regard to our educational option program and students with limited English proficiency.

Students with limited English proficiency are programmed and counseled on an individual basis. A team consisting of Assistant Principal/Foreign Language, teacher of LEP classes and a para assigned interview, test and counsel each student and prescribe programs based upon their findings and consultation with students and their parents. We currently have LEP classes as well as special classes for LEP students in English and Social Studies.

Our Ed-Op Program is new and LEP students will first be coming to us in significant numbers. These students, like all of our LEP students, will receive the same counseling and programming as described above. In addition, they will be placed in Ed-Op classes commensurate with their abilities, needs and proficiencies. Those students having difficulties in the Ed-Op classes will receive additional assistance from our LEP team.

Very truly yours,

Walter A. Harris

Walter A. Harris
Principal

WAH/mgb

cc: Ms. L. Danowitz, Ed-Op Coordinator

P.S. Our order of new flyers will be in shortly. We will send copies to you.

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Theodore Roosevelt High School
Bronx, N.Y.

Zoned academic-comprehensive high school with educational option program open to Bronx residents.

EDUCATIONAL OPTION PROGRAM

Computer Business Institute

Admission criteria and procedures

Attendance, overall grades in school, and reading and math scores are all important. School looks to see where else student has applied. If student appears to be fishing for program -- e.g. the first choice is music, the second automotive, the third computers - s/he is not considered a good candidate. Students with failing grades and poor attendance are not considered. Students who list school higher than fifth or sixth choice are unlikely to be considered.

Other comments

Although there was no interview in 1984-85 admissions, the school plans to begin interviewing students at feeder schools after they have been accepted for purposes of proper placement.

LIMITED ENGLISH PROFICIENCY

There is a bilingual component for Spanish-, Vietnamese- and Cambodian-speaking students. Students not officially enrolled in the Computer Business Institute do get computer training in their native language and can be mainstreamed if proficiency is achieved.

SPECIAL EDUCATION

No students in self-contained special education classes are enrolled in the Computer Business Institute.

Program	Grade	Available Seats	Applicants	Total Offers
Computer Business Institute	9	100	1,216	183
	10	40	337	61
College Discovery	9	125	189	163
	10	25	40	36
Special Education	9	12	174	21
	10	0	23	0

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Thomas Jefferson High School
Brooklyn, N.Y.

Zoned academic comprehensive high school with an education option program, Institute of Small Business Management, open to Brooklyn residents.

EDUCATIONAL OPTION PROGRAM

Institute of Small Business Management

Admission criteria and procedures

Jefferson seeks students with the highest reading and math scores. Attendance must be satisfactory; however, it is not the determining factor. A student's preference is not very important since adequate guidance is not provided in the feeder schools.

There are no tests or interviews.

LIMITED ENGLISH PROFICIENCY.

No LEP component exists, but provisions can be made for a student if he/she is interested.

SPECIAL EDUCATION

There is no special education component.

Program	Grade	Available Seats	Applicants	Total Offers
Institute of Small Business Management	9	125	987	116
	10	0	235	0
College Discovery	9	100	271	148
	10	50	28	16
Special Education	9	10	109	27
	10	0	31	0

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ADMISSIONS RESULTS FOR LIMITED ENGLISH PROFICIENT STUDENTS
AT THE 50 SURVEYED SCHOOLS

School	Total Available Seats in Entering Classes	Total LEP Applicants	Total Offers to LEP Applicants
Vocational-Technical Schools			
Alfred E. Smith	842	68	19
Automotive	587	92	24
Aviation	656	174	23
Chelsea	408	63	25
George Westinghouse	495	167	19
Grace H. Dodge	798	123	122
High School of Art and Design	712	129	9
High School of Graphic Communication Arts	1,020	46	8
Mabel Dean Bacon	506	122	93
Queens Vocational	532	130	73
Samuel Gompers	425	205	64
Thomas Edison	837	133	26
Borough and Citywide Unzoned Schools			
A. Philip Randolph	413	122	6
August Martin	594	125	20
Bay Ridge High School of Telecommunication Arts	299	55	49
Clara Barton	441	191	25
DeWitt Clinton	1,090	261	109
Edward R. Murrow	815	174	43
John Dewey	1,110	142	57
Manhattan Center for Science and Math	324	56	8
Murry Bergtraum	832	394	26

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School	Total Available Seats in Entering Classes	Total LEP Applicants	Total Offers to LEP Applicants
Norman Thomas	903	529	18
Park West	985	364	213
South Bronx	245	203	95
Townsend Harris	275	10	1
Zoned Schools with Unzoned Borough or Citywide Programs			
Abraham Lincoln	150	70	16
Benjamin N. Cardozo	132	33	9
Bushwick	110	72	6
Christopher Columbus	106	66	18
Erasmus Hall	624	82	4
Evander Childs	460	65	16
Far Rockaway	500	17	15
Forest Hills	172	34	10
Franklin D. Roosevelt	108	139	13
George Washington	236	79	28
Harry S. Truman	114	28	4
Herbert E. Lehman	115	79	1
Hillcrest	775	92	43
James Madison	175	78	5
John Adams	62	7	2
John Bowne	198	20	7
John Jay	100	77	13
Julia Richman	781	133	38
Lafayette	312	88	10
Louis D. Brandeis	186	130	47
Midwood	625	232	6
Morris	117	105	77
Sheepshead Bay	110	100	29
Theodore Roosevelt	302	134	36
Thomas Jefferson	285	58	16

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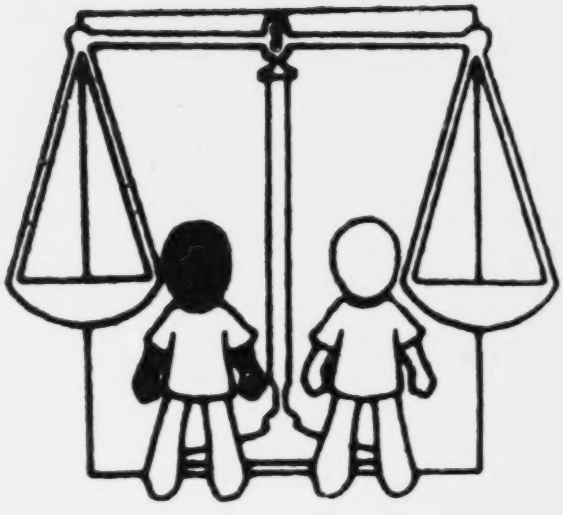
ADVOCATES FOR CHILDREN

of New York, Inc.
24-16 Bridge Plaza South
Long Island City, N.Y. 11101



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